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ABSTRACT

Part of a series of competency-based test materials for grades six through ten, this set of nine test booklets for sixth graders contains multiple-choice questions designed to aid in the evaluation of the pupils' library skills. Accompanied by a separate, tenth booklet of illustrations which are to be used in conjunction with the questions, the nine test items cover the following skill clusters: (1) location of library resources, (2) understanding about library materials, (3) using the card catalog, (4) general reference skills, (5) using dictionaries, (6) using encyclopedias, (7) using almanacs, (8) using atlases, and (9) using newspaper, magazine, and periodical indexes. Objectives for all clusters are identified in the first booklet, Location of Resources. (FM)

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# Criterion Referenced Assessment Bank

GRADE

## SKILL CLUSTER:

# Location of Resources

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Hymes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## DIRECTIONS TO STUDENTS

1. Read each question carefully.
2. Be careful to note any additional directions for the use of illustrations (for example, sample book pages, drawings, cards).
3. Choose the best answer from the four answers given.
4. Mark the best answer on your sheet.
5. Do not mark on the test or in the student illustration booklet.

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ILLUSTRATIONS BOOKLET



SEP 2 1980

## ACKNOWLEDGMENTS

This document was developed during the summer of 1979 by The Media Skills Assessments and Inventories Workshop, Susannah A. Miller, Coordinator. Workshop committee members were Joan Copenspire, Donna Dale, Patricia Lebanik, Rachel Mertz, and Elizabeth Flach, Consultant.

# INTRODUCTION

The Criterion Referenced Assessment Banks and the Criterion Referenced Inventories were developed by the Montgomery County Public Schools Department of Instructional Resources as part of a comprehensive program of media skills. These evaluation tools represent one component of a unified media program concept which originated in the 1960's, when a concerted effort was made to transform the traditional school library into a unified media center.

In the late 60's and early 70's, the concept of a unified media program was further developed by interrelating media skills instruction with the overall MCPS curriculum.

In 1971, the Department of Educational Media and Technology, now the Department of Instructional Resources, initiated work on a media skills project a) to teach students the necessary skills to learn effectively through the utilization of media resources and b) to help students become independent users and producers of media.

In 1975, as a continuing effort to improve skills instruction, a Scope and Sequence Chart of Instructional Objectives for Media Research and Communication Skills was developed in draft form; and sample assessment measures were provided as models to be used by media specialists and teachers in developing their own assessment measures. In 1978, this chart was revised and produced as the *Instructional Objectives for Information Retrieval and Media Production*, referred to as the "Blue Book." The document was included in the Multidisciplinary Programs section of the 1979 MCPS *Program of Studies.*

Recognizing the need to help media specialists in the planning and implementation of the *Instructional Objectives for Information Retrieval and Media Production*, the Department of Instructional Resources initiated the development of several supporting components. These included increased assistance to media specialists in planning with teachers; the continuing production of media skills activities; the development of a school-wide annual plan of media instruction; and the production of assessment measures to diagnose students' acquisition of the skills outlined in the "Blue Book." It is the assessment component which ultimately led to the development of the Criterion Referenced Assessment Banks and Criterion Referenced Inventories.

In the summer of 1979, a committee selected by the Department of Instructional Resources developed two diagnostic instruments to be used with students in Grades Six and Nine in determining where additional instruction is apt to be needed by each student for the mastery of media skills by the end of Grades Six and Nine. The committee was guided by the following recommendations:

- Items should be written for those objectives considered essential for students' success in Grades Seven and Ten.

- Materials referred to, or illustrations used in conjunction with the items, should represent those materials which are used by students in meeting instructional objectives identified in the various disciplines included in the *Program of Studies.*

- Vocabulary levels of items should be consistent with the grade levels for which they were intended.

Four needs assessment instruments were developed: two Criterion Referenced Assessment Banks, one each for Grade Six and Grade Nine; and two Criterion Referenced Inventories, one each for students entering Grade Seven and Grade Ten. The Criterion Referenced Inventories contain items based upon objectives selected from the Criterion Referenced Assessment Banks.

Both the Criterion Referenced Assessment Banks (CRABS) and the Criterion Referenced Inventories (CRIS) are criterion-referenced rather than norm-referenced since all items correspond directly to the objectives outlined in the *Instructional Objectives for Information Retrieval and Media Production* "Blue Book."

The CRABS contain items organized into skill clusters as outlined in the "Blue Book." Each cluster in CRAB 6 is bound individually, and the entire set is accompanied by a separate booklet of illustrations necessary for the completion of the assessment items. CRAB 9 is bound in one booklet and is also accompanied by a separate booklet of illustrations.

The CRABS should be administered to students prior to instruction or review in any skill area. The media specialist and the teacher should select the appropriate cluster(s) needed to assess students' mastery and administer those items to the students. Using the results, the media specialist and the teacher will determine student groupings and provide the appropriate instruction.

The CRIS contain items organized into one booklet and accompanied by a separate booklet of illustrations. These inventories are to be administered at the beginning of Grades Seven and Ten to determine which skills the students have already acquired and which skills are in need of reinforcement. It is anticipated that these inventories will serve as a valuable tool for media specialists to use with incoming students. It is strongly recommended that the CRABS and the CRIS be used as outlined in order to provide an effective measure of media skills achievement.

Both the *Instructional Objectives for Information Retrieval and Media Production* and the assessment project represent an ongoing commitment by the Department of Instructional Resources to the development of a unified media program.

This commitment will be further extended to include the following:

- The development of Criterion Referenced Assessment Bank 3 and Criterion Referenced Inventory 4
- The correlation of media skills instructional activities with the CRABS, CRIS, and the *Instructional Objectives for Information Retrieval and Media Production*
- The comprehensive evaluation of the *Instructional Objectives for Information Retrieval and Media Production* and the Criterion Referenced Assessment Banks and Inventories

## SKILL CLUSTER OBJECTIVES


| | Item | Page |
|---|---|---|
| **SKILL CLUSTER: LOCATION OF RESOURCES** | | |
| The student will: | | |
| Explain the arrangement of fiction (I.A.1.b.) | 1 | 3 |
| Explain the arrangement of nonfiction (I.A.1.c.) | 2 | 3 |
| Explain the arrangement of vertical file (I.A.1.g.) | 3 | 3 |
| Use call numbers to locate fiction (I.A.2.b.) | 4 | 3 |
| Use call numbers to locate nonfiction (I.A.2.c.) | 5 | 3 |
| Use call numbers to locate nonprint (I.A.2.d.) | 6 | 4 |
| Explain the composition of call numbers for fiction (I.A.3.b.) | 7 | 4 |
| Explain the composition of call numbers for nonfiction (I.A.3.c.) | 8 | 4 |
| Explain the composition of call numbers for nonprint (I.A.3.d.) | 9 | 4 |
| Use shelf labels to locate specific areas of the collection (I.A.5.) | 10-14 | 5-6 |
| **SKILL CLUSTER: UNDERSTANDINGS ABOUT MATERIALS** | | |
| The student will: | | |
| Explain the function of publisher (II.B.2.c.) | 15 | 9 |
| Explain the function of producer (II.B.2.d.) | 16 | 9 |
| Explain the function of copyright date (II.B.2.g.) | 17 | 9 |
| Explain the function of call number (II.B.2.m.) | 18 | 9 |
| Explain the function of table of contents (II.B.2.o.) | 19 | 10 |
| Explain the function of index (II.B.2.p.) | 20 | 10 |
| Explain the function of glossary (II.B.2.r.) | 21 | 10 |
| Explain the function of bibliography (II.B.2.v.) | 22 | 10 |
| Distinguish fiction and nonfiction (II.B.6.) | 23-24 | 10-11 |

| | Item | Page |
|---|---|---|
| Use copyright [date] to determine currency of material (II.B.9.) | 25-26 | 11 |
| Explain copyright of originator (II.B.10.) | 27 | 11 |
| Explain content of vertical file (II.B.11.) | 28 | 12 |


## SKILL CLUSTER: CARD CATALOG

The student will:


| | | |
|---|---|---|
| Use guide letters and guide words (II.C.1.) | 29-36 | 15-16 |
| Explain the purpose of the card catalog (II.C.2.) | 37-38 | 17 |
| Identify the call number on a catalog card (II.C.3.a.) | 39-40 | 17 |
| Identify the author on a catalog card (II.C.3.b.) | 41-43 | 18 |
| Identify the title on a catalog card (II.C.3.c.) | 44-46 | 18-19 |
| Identify the subject on a catalog card (II.C.3.d.) | 47 | 19 |
| Identify the editor/compiler on a catalog card (II.C.3.e.) | 48 | 19 |
| Identify the illustrator on a catalog card (II.C.3.f.) | 49 | 19 |
| Identify the publisher on a catalog card (II.C.3.g.) | 50-53 | 19-20 |
| Identify the producer on a catalog card (II.C.3.h.) | 54 | 20 |
| Identify the copyright date on a catalog card (II.C.3.i.) | 55-58 | 20-21 |
| Identify the collation on a catalog card (II.C.3.k.) | 59-61 | 21-22 |
| Identify the annotation on a catalog card (II.C.3.m.) | 62 | 22 |
| Differentiate between author, title, and subject cards (II.C.4.) | 63-65 | 22 |
| Determine whether information given in a particular question is the author, title, or subject (II.C.5.) | 66-68 | 23 |
| Identify subjects related to the one being researched (II.C.7.) | 69-72 | 23-24 |
| Identify various kinds of materials, using the media code above the call number (II.C.9.) | 73-76 | 24-25 |
| Use public library catalogs for children's materials (II.C.12.) | 77-87 | 25-28 |

| SKILL CLUSTER: GENERAL REFERENCE SKILLS | Item | Page |
|---|---|---|
| The student will: | | |
| Identify the similarities and differences between the reference and the nonfiction collection (II.D.1.) | 88 | 31 |
| Determine the most appropriate reference for a particular purpose (II.D.3.) | 89-93 | 31-32 |
| Identify alternative entry words for topic being investigated (II.D.4.) | 94-98 | 32-33 |
| Locate information arranged in alphabetical order (II.D. 9.a.) | 99-102 | 33-34 |
| Locate information arranged in calendar order (II.D.9.b.) | 103-105 | 34-35 |
| **SKILL CLUSTER: DICTIONARIES** | | |
| The student will: | | |
| Determine the purpose and content of dictionaries (II.D.2.a.) | 106 | 39 |
| Use guide words and/or letters to locate the appropriate page for a given entry word (II.E.2.) | 107-109 | 39 |
| Locate specific entry words or names (II.E.3.) | 112 | 40 |
| Distinguish between the content of an abridged and an unabridged dictionary (II.E.5.) | 110 | 40 |
| Distinguish between the content of a general and a special dictionary (II.E.6.) | 111 | 40 |
| Interpret information in dictionary entries in a junior/intermediate dictionary (II.E.7.c.) | 113-115 | 40-41 |
| Interpret information in dictionary entries in an advanced dictionary (II.E.7.d.) | 116-120 | 41-42 |
| **SKILL CLUSTER: ENCYCLOPEDIAS** | | |
| The student will: | | |
| Determine the purpose and content of encyclopedias (II.D.2.b.) | 121 | 45 |
| Use guide words to locate articles (II.F.4.) | 122 | 45 |
| Locate entry words in the index (II.F.5.) | 123 | 45 |

| | Item | Page |
|---|---|---|
| Use subentries in the index (II.F.6.) | 124 | 45 |
| Interpret information in the index entries (II.F.7.) | 125-126 | 46 |
| Identify key words when determining parameters of a topic (II.F.8.) | 127-131 | 46-47 |
| Invert names of persons (II.F.9.) | 132-133 | 47-48 |
| Use cross references such as "See" and "See also" (II.F.13.) | 134-135 | 48 |
| Distinguish between a main heading and a subheading (II.F.14.) | 136-138<br>141-142 | 48-49<br>50 |
| Use study aids at the ends of articles (II.F.15.) | 139-140 | 49 |


## SKILL CLUSTER: ALMANACS

The student will:


| | | |
|---|---|---|
| Determine the purpose and content of almanacs (II.D.2.c.) | 143 | 53 |
| Use the index to locate specific information (II.G.3.) | 144-146 | 53 |
| Use bold face headings to locate relevant segment of the page (II.G.4.) | 147-148 | 54 |


## SKILL CLUSTER: ATLASES

The student will:


| | | |
|---|---|---|
| Determine the purpose and content of atlases (II.D.2.d.) | 149 | 57 |
| Locate and decode symbols used (II.H.1.) | 150-153 | 57-58 |
| Distinguish between a physical and a political map (II.H.2.) | 154-156 | 58 |
| Identify special maps (II.H.3.) | 157-159 | 59 |
| Identify coordinates and page numbers in the index (II.H.4.) | 160-162 | 59-60 |
| Use coordinates to locate a specific place (II.H.5.) | 163-166 | 60-61 |

| SKILL CLUSTER: NEWSPAPERS, MAGAZINES, AND PERIODICAL INDEXES | Item | Page |
|---|---|---|
| The student will: | | |
| Name the sections of newspapers (II.I.3.) | 167-170 | 65 |
| Distinguish between the function and content of magazines and newspapers (II.B.8.) | 171 | 66 |
| Use the *Subject Guide to Children's Magazines* to locate specific articles (II.K.1.a.) | 172-177 | 66-67 |
| Use the *National Geographic Index* to locate specific articles (II.K.1.b.) | 178-182 | 67-68 |
| Decode symbols and abbreviations in entries (II.K.3.) | 175-177 | 67 |

# DIRECTIONS TO MEDIA SPECIALISTS FOR THE ADMINISTRATION OF THE CRITERION REFERENCED ASSESSMENT BANK GRADE SIX

Before providing instruction in any of the media skills areas, select the appropriate assessments from the bank.

Duplicate the number of answer sheets necessary for those students who will be taking the test.

Give each student an item booklet, an illustration booklet, and an answer sheet.

A sufficient amount of time should be allowed for students to answer the questions at their own pace. Teachers should use their own discretion in deciding whether or not more than one session may be needed for the completion of the test.

Use the answer key provided to correct student answer sheets.

## SKILL CLUSTER: LOCATION OF RESOURCES

1. If the following books were arranged in correct shelf order, which would come first?

   a) *The Borrowers* by Mary Norton

   b) *Roll of Thunder, Hear My Cry* by Mildred D. Taylor

   c) *Stranger in the Ball Club* by Alfred Slate

   d) *The White Mountains* by John Christopher

2. In which order are nonfiction books placed on the shelves?

   a) By classification number

   b) By copyright date

   c) By title

   d) By size

3. How are vertical file materials arranged within each drawer?

   a) Numerically

   b) Alphabetically

   c) Chronologically

   d) Geographically

4. Which of these materials is fiction?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| 92<br>WAS | 920<br>EVA | KIT<br>398.2<br>B | F<br>BAN |

   a) 1

   b) 2

   c) 3

   d) 4

5. Which of these represents a nonfiction book?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| 031<br>G | E<br>W | KIT<br>F<br>BYA | SC<br>TAR |

   a) 1

   b) 2

   c) 3

   d) 4

6. Which of these represents a nonprint item?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| F<br>AND | 612<br>ELG | REF<br>031<br>WOR | KIT<br>F<br>ALE |

a) 1

b) 2

c) 3

d) 4

7. What information is given by the call number of a fiction book?

a) Type of book and title

b) Type of book and illustrator

c) Type of book and author

d) Type of book and publisher

8. What information is given by the call number of a nonfiction book?

a) Classification number and title

b) Classification number and author's name

c) Classification number, author's name, and title

d) Classification number, author's name, and copyright date

9. What information is given in this call number?

| Record<br>292<br>BUL |
|---|

a) Type of material, copyright date, first three letters of author's last name

b) Author's name, copyright date, first three letters of the title

c) Title, number of pages, first three letters of author's last name

d) Type of material, Dewey number, first three letters of author's last name

TO ANSWER QUESTIONS 10 THROUGH 14, USE ILLUSTRATION 1: SHELF ARRANGEMENT.

10. On which shelf would you find a book with the call number 612.13?

    a) 599 MAMMALS

    b) 612 HUMAN BODY

    c) 629 AERONAUTICS

    d) 640 COOKBOOKS

11. On which shelf would you find a book entitled *Fossil Dinosaurs*?

    a) 551.5

    b) 568

    c) 598.1

    d) 598.2

12. Which subject is arranged first on the shelves?

    a) COOKBOOKS

    b) HUMAN BODY

    c) LANGUAGE

    d) MAMMALS

13. Which books are found on the shelf following the 599's?

    a) 598.1 REPTILES

    b) 598.2 BIRDS

    c) 608 INVENTIONS

    d) 640 COOKBOOKS

14. Which books are shelved directly after those marked 400?

a) 510 MATH

b) 530 CHEMISTRY

c) 598.1 REPTILES

d) 612 HUMAN BODY

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# Criterion Referenced Assessment Bank

GRADE

6

## SKILL CLUSTER:

## Understanding About Materials

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

**DIRECTIONS TO STUDENTS**

1. Read each question carefully.
2. Be careful to note any additional directions for the use of illustrations (for example, sample book pages, drawings, cards).
3. Choose the best answer from the four answers given.
4. Mark the best answer on your sheet.
5. Do not mark on the test or in the student illustration booklet.

## SKILL CLUSTER: UNDERSTANDINGS ABOUT MATERIALS

15. What is the major responsibility of a publisher?

    a) Makes copies of printed material

    b) Designs art work for advertisements

    c) Writes reviews for magazines

    d) Illustrates pamphlets for schools

16. What is the major responsibility of a producer?

    a) Designs the scenery

    b) Organizes the program

    c) Writes the script

    d) Plans the special effects

17. The copyright date is used to indicate which of the following?

    a) Date of purchase of book by the original buyer

    b) Date of completion of book by the author or editor

    c) Date of registration of book with proper authorities

    d) Date of submission of book to the publisher

18. Which of these would you use to locate an item in the media center?

    a) Title

    b) Annotation

    c) Call number

    d) Copyright date



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19. Which part of a book would list the order of chapter titles and their page numbers?

a) Foreword

b) Table of contents

c) Index

d) Title page

20. Which of these would you use to find the page number of a specific topic or illustration?

a) Index

b) Table of contents

c) Appendix

d) Preface

21. Which of the following best describes a glossary?

a) A list of books written by an author on a specific subject

b) A brief description of the book by the author

c) An alphabetical listing of words with their definitions

d) An alphabetical listing of references on a specific subject

22. Which of the following best describes a bibliography?

a) A list of references on a subject

b) A list of topics discussed in a book

c) A story of a person's life

d) A collection of maps and charts

23. Which of these would probably be found in the **nonfiction** rather than in the fiction section?

a) A collection of short stories about talking animals

b) A description of social life on Mars

c) A famous scientist's discovery of an enchanted island

d) A collection of Greek and Roman myths and legends

24. Which of these would probably be found in the **fiction** rather than in the nonfiction section?

a) Directions for producing a play based on an African folktale

b) A brief summary of the life of an imaginary inventor

c) A series of directions for making and flying model rockets

d) A time line of events in Egyptian history

TO ANSWER QUESTIONS 25 AND 26, USE ILLUSTRATION 2: PAGE SAMPLES.

25. Which sample represents the most recent material?

a) 1

b) 2

c) 3

d) 4

26. Which sample represents the oldest material?

a) 1

b) 2

c) 3

d) 4

27. Which of these defines "copyright"?

a) Permission to copy correctly

b) Legal protection against reproduction

c) Letter to the publisher

d) Summary of contents

28. In which of these would you most likely find a collection of pamphlets, booklets, charts, and pictures about different topics?

a) The nonfiction section

b) The reference section

c) The nonprint collection

d) The vertical file

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# Criterion Referenced Assessment Bank

GRADE

6

## SKILL CLUSTER:

## Card Catalog

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

**DIRECTIONS TO STUDENTS**

1. Read each question carefully.
2. Be careful to note any additional directions for the use of illustrations (for example, sample book pages, drawings, cards).
3. Choose the best answer from the four answers given.
4. Mark the best answer on your sheet.
5. Do not mark on the test or in the student illustration booklet.

## SKILL CLUSTER: CARD CATALOG

TO ANSWER QUESTIONS 29 THROUGH 32, USE ILLUSTRATION 3: CARD CATALOG — OUTSIDE GUIDES.

29. In which drawer would you find a listing of materials about the history of the African kingdom of Mali?

    a) Ma-Mi

    b) I-J-K

    c) G-H

    d) Mj-Mz

30. In which drawer would you find a listing of materials about Ancient Rome?

    a) A

    b) Rf-Rz

    c) Q-Re

    d) O

31. In which drawer would you find the author of *The Tattooed Potato and Other Clues*?

    a) C

    b) O

    c) P

    d) T

32. In which drawer would you find a listing of nonprint materials on energy sources?

    a) S

    b) Ma-Mi

    c) E-F

    d) N



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TO ANSWER QUESTIONS 33 THROUGH 36, USE ILLUSTRATION 4: CARD CATALOG — INSIDE GUIDES.

33. **Between** which two guide cards would you locate a listing of books by Eleanor Estes?

a) ECOLOGY and EGYPT

b) EGYPT and ELECTRICITY

c) ELECTRICITY and ENERGY

d) ENERGY and EUROPE

34. **Between** which two guide cards would you locate a listing of materials about electrons?

a) ECOLOGY and EGYPT

b) EGYPT and ELECTRICITY

c) ELECTRICITY and ENERGY

d) ENERGY and EUROPE

35. **After** which guide card would you locate the title card for *The Endless Steppe: Growing Up in Russia*?

a) ECOLOGY

b) EGYPT

c) ELECTRICITY

d) ENERGY

36. **Before** which guide card would you locate the author card for a book by Roger Elwood?

a) ECOLOGY

b) EGYPT

c) ENERGY

d) EUROPE

37. What is the purpose of the media center card catalog?

a) To show which books have been taken out of the media center

b) To help the media specialist select books for purchase for the media center

c) To list the authors, titles, and subjects of all books in print

d) To list the authors, titles, and subjects of all materials in the media center

38. Where should you look first to find out how many books the media center has about electricity?

a) Card catalog

b) Vertical file

c) Nonfiction section

d) Public library catalog

TO ANSWER QUESTIONS 39 THROUGH 65, USE ILLUSTRATION 5: CATALOG CARDS.

39. What is the call number on card 3?

a) 474p

b) 891.7M

c) 1825

d) 1967

40. What is the call number on card 1?

a) 1969

b) 33 1/3 rpm

c) S 166/M166

d) Kit 398.2 AME

41. Who is listed as the author on card 4?

a) Joyce Arkhurst

b) Jerry Pinkney

c) How Spider

d) none listed

42. Who is listed as the author on card 2?

a) Farrar Straus

b) Madeleine L'Engle

c) Simon Bolivar

d) none listed

43. Who is listed as the author on card 1?

a) Paul Bunyan

b) John Henry

c) Joe Magarac

d) none listed

44. What is the title on card 1?

a) *Paul Bunyon*

b) *Pecos Bill*

c) *Casey Jones*

d) none of the above

45. What is the title on card 2?

a) *Mystery and Detective Stories*

b) *Trip to Venezuela*

c) *Dragons in the Waters*

d) none of the above

46. What is the title on card 3?

a) *A Harvest of Russian Children's Literature*

b) *First Anthology in English of Russian Literature*

c) *Children's Literature Collections*

d) none of the above

47. What is the subject on card 1?

a) American Folklore

b) Paul Bunyan

c) Casey Jones

d) Folklore — U.S.

48. Which of the four cards lists an editor?

a) 1

b) 2

c) 3

d) 4

49. Which of the four cards lists an illustrator?

a) 1

b) 2

c) 3

d) 4

50. Who is listed as the publisher on card 1?

a) Joe Magarac

b) Casey Jones

c) John Henry

d) none of the above

51. Who is listed as the publisher on card 1?

a) Farrar Straus

b) Madeleine L'Engle

c) Simon Bolivar

d) none of the above

52. Who is listed as the publisher on card 3?

a) Miriam Morton Company

b) Ruth Hill Viguers

c) University of California Press

d) none of the above

53. Who is listed as the publisher on card 4?

a) Cooper

b) Pinkney

c) Little

d) none of the above

54. Who is listed as the producer on card 1?

a) Coronet

b) Magarac

c) Henry

d) Jones

55. When was the material on card 1 copyrighted?

a) M166

b) 1966

c) 33 1/3

d) none of the above

56. When was the material on card 2 copyrighted?

a) 11-6

b) 293p

c) 1976

d) none of the above

57. When was the material on card 3 copyrighted?

a) 474p

b) 1967

c) 8917

d) none of the above

58. When was the material on card 4 copyrighted?

a) 58p

b) 1964

c) 3982

d) none of the above

59. Which cards indicate that there are illustrations?

a) 1 and 2

b) 2 and 3

c) 3 and 4

d) none of the above

60. Which card tells you there are 58 pages in the book?

a) 1

b) 2

c) 3

d) 4

61. What is the speed of the phonodiscs listed on card 1?

a) S166

b) M166

c) 6s 12"

d) 33 1/3 rpm

62. Which cards have annotations?

a) 1 and 2

b) 2 and 3

c) 3 and 4

d) none of the above

63. Which card is a subject card?

a) 1

b) 2

c) 3

d) 4

64. Which card is an author card?

a) 1

b) 2

c) 3

d) 4

65. Which cards are title cards?

a) 1 and 2

b) 1 and 3

c) 1 and 4

d) 2 and 3

66. Which of these questions could best be answered by finding a **title** card in the card catalog?

a) Who is the author of *It's Like This Cat*?

b) How many books do we have that were written by Betsy Byars?

c) How can I find out what to feed my new canary?

d) Which of Jean George's books takes place in Alaska?

67. Which of these questions could best be answered by finding an **author** card in the card catalog?

a) What equipment is needed to play soccer?

b) Who wrote *Motors and Engines and How They Work*?

c) Who is the author of *The Pony Express*?

d) What is the name of a book by Jean George?

68. Which of these questions could best be answered by finding a **subject** card in the card catalog?

a) Does the media center have a book called *The High King*?

b) Is Jennie Hall the author of *Buried Cities*?

c) How many books about snakes are there in the media center?

d) Did S. Gleanntan write the book *Birds in Their Nests*?

TO ANSWER QUESTIONS 69 THROUGH 72, USE ILLUSTRATION 6: CATALOG CARDS.

69. Which topic in sample card 1 is **not** suggested as an additional source of information on atomic energy?

a) ATOMIC BOMB

b) ATOMIC REACTIONS

c) NUCLEAR ENGINEERING

d) NUCLEAR REACTORS

70. Which topic in sample card 2 is suggested as an additional subject to investigate when looking up astronomy?

a) SEASONS

b) TELESCOPES

c) SPACE

d) GALAXY

71. Which topic in sample card 3 is **not** suggested as an additonal source of information on space vehicles?

a) outer space — exploration

b) space travel

c) moon — exploration

d) planets

72. To which of these topics in sample card 4 would you look for additional information on ecology?

a) teaching resources

b) our world today

c) your role in ecology

d) natural resources

TO ANSWER QUESTIONS 73 THROUGH 76, USE ILLUSTRATION 7: CATALOG CARDS.

73. What kind of material is represented by card 2?

a) Chart

b) Filmstrip

c) Game

d) Model

74. What kind of material is represented by card 4?

a) Filmlocp

b) Kit

c) Magazine

d) Record

75. What kind of material is represented by card 1?

a) Book

b) Filmloop

c) Kit

d) Model

76. What kind of material is represented by card 3?

a) Book

b) Filmloop

c) Game

d) Record

TO ANSWER QUESTIONS 77 THROUGH 81, USE ILLUSTRATION 8: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG — SUBJECTS.*

77. How many different books do the Montgomery County Public Libraries have on Ghana?

a) two

b) four

c) five

d) six

78. How many different books about Geronimo are available at the Gaithersburg branch of the Montgomery County Public Libraries?

a) two

b) three

c) four

d) five

79. Which of these books about Ghana was published most recently?

a) *Ashanti of Ghana*

b) *Camera on Ghana — The World of a Young Fisherman*

c) *Talking Drums of Africa*

d) *Land and People of Ghana*

80. How many branches of the Montgomery County Public Libraries have copies of *Aidan Chambers Book of Ghosts and Hauntings*?

a) two

b) seven

c) eighteen

d) one hundred and thirty-three

81. Under what other topic would you find material on germs?

a) Germfree life

b) Germ research

c) Micro-organisms

d) Micro-organic

TO ANSWER QUESTIONS 82 THROUGH 84, USE ILLUSTRATION 9: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG* — AUTHOR SECTION OF *TITLES-AUTHORS.*

82. Which of the following books in the Montgomery County Public Libraries was **not** written by Marguerite Lofft DeAngeli?

    a) *Indian Tales*

    b) *Door in the Wall*

    c) *Bright April*

    d) *Thee Hannah*

83. What is the call number of *Jeb Stuart* by Lena Young De Grummond?

    a) J 621

    b) J 797.124

    c) J 808.83876

    d) JB S931

84. How many books by Meindert De Jong are listed in the Montgomery County Public Libraries catalog?

    a) one

    b) four

    c) seven

    d) nine

TO ANSWER QUESTIONS 85 THROUGH 87, USE ILLUSTRATION 10: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG* — TITLE SECTION OF *TITLES-AUTHORS.*

85. What is the call number of *Creepy Crawly Things, Reptiles and Amphibians*?

    a) J 155.455

    b) J 507

    c) J 598.1

    d) J 841

86. In how many branches of the Montgomery County Public Libraries would you find *Cricket in Times Square*?

a) five

b) eight

c) nineteen

d) twenty

87. What type of material is *Cricket and Other Friends*?

a) Fiction book

b) Nonfiction book

c) Record

d) Biography

# Criterion Referenced Assessment Bank

GRADE

6

## SKILL CLUSTER:

# General Reference Skills

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

**DIRECTIONS TO STUDENTS**

1. Read each question carefully.
2. Be careful to note any additional directions for the use of illustrations (for example, sample book pages, drawings, cards).
3. Choose the best answer from the four answers given.
4. Mark the best answer on your sheet.
5. Do not mark on the test or in the student illustration booklet.

## SKILL CLUSTER: GENERAL REFERENCE SKILLS

88. How are nonfiction and reference collections alike?

    a) Both contain books that are based on factual information.

    b) Both contain books that are revised yearly.

    c) Both have books with letters above the call numbers.

    d) Both contain a variety of subjects within single volumes.

89. Which reference source would you use to find general information about astronomy?

    a) *Dictionary of Proper Names*

    b) *Encyclopedia Americana*

    c) *Goode's World Atlas*

    d) *Hammond Nature Atlas of America*

90. Which reference source would you use to find a few important facts on Rachel Carson and her work?

    a) *Roget's Thesaurus*

    b) *Webster's Geographical Dictionary*

    c) *Webster's Biographical Dictionary*

    d) *Webster's New Students Dictionary*

91. Which of these would you use to locate a brief history of Greece?

    a) An abridged dictionary

    b) A biographical dictionary

    c) A geographical dictionary

    d) An unabridged dictionary



SEP 2 1980

92. Where would you locate the correct pronounciation of the word "spectroscope?"

a) *World Almanac*

b) *Webster's Unabridged Dictionary*

c) *Dictionary of Mythology, Folklore and Symbols*

d) *McGraw Hill Yearbook of Science and Technology*

93. Which reference source would provide the most current population figures on Maryland?

a) *World Book Encyclopedia*

b) *Webster's Geographical Dictionary*

c) *Rand McNally Atlas of the United States*

d) *World Almanac and Book of Facts*

94. If you were researching modern ways of heating houses, what other topic could you investigate?

a) Solar energy

b) Engines

c) Power

d) Gasoline

95. If you were researching mythology, what other topic might you investigate?

a) Short stories

b) Poetry

c) Mysteries

d) Legends

96. The card catalog does not use **cars** as a subject heading. For special information, where else should you look?

a) Transportation

b) Wheeled vehicles

c) Automobiles

d) Racing cars

97. What other topic could you investigate to find information on feeding parakeets?

a) Feeding

b) Flight

c) Pets

d) Seeds

98. Under what entry word would you look for information about planes?

a) Flying

b) Air travel

c) Space

d) Airplanes

TO ANSWER QUESTIONS 99 THROUGH 102, USE ILLUSTRATION 11: *CASSELL'S SPANISH-ENGLISH DICTIONARY.*

99. Which of the following words comes first in the sample?

a) **jesusear**

b) **jeta**

c) **jetar**

d) **jibia**

100. Which is the first word in the sample to begin with the letters **j e r**?

a) **jerarca**

b) **jerbo**

c) **jera**

d) **jerapellina**

101. Which of the following words comes directly before the word **jineta** in the sample?

a) **jinete**

b) **jinetear**

c) **jimenzar**

d) **jinestada**

102. Between what two words in the sample would you find the word **jilote**?

a) **jijona** and **jilguero**

b) **jilmaestre** and **jilocopa**

c) **jilocopa** and **jimagua**

d) **jimagua** and **jimelga**

TO ANSWER QUESTIONS 103 THROUGH 105, USE ILLUSTRATION 12: *THE AMERICAN BOOK OF DAYS.*

103. On what day of the month is George Washington Carver's death observed?

a) 1st

b) 5th

c) 22nd

d) 31st

104. On what day of the month was Alaska admitted to the Union?

a) 3rd

b) 5th

c) 22nd

d) 31st

105. Whose birthday is celebrated on January 19?

a) Stonewall Jackson

b) Robert E. Lee

c) Paul Revere

d) Benjamin Franklin

# Criterion Referenced Assessment Bank

GRADE

## SKILL CLUSTER:

# Dictionaries

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

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## SKILL CLUSTER: DICTIONARIES

106. Which of these is a correct description of a dictionary?

a) A book published yearly containing a report or history of the activities of a particular group

b) A book that contains articles on a variety of topics usually arranged in alphabetical order by subject

c) A book that contains words and their definitions arranged in alphabetical order

d) A book that contains information about a particular field of study usually arranged in alphabetical order

107. Listed below are guide words found on four pages of a dictionary. Under which guide words would you find the word **cooperation**?

a) **cooper — copying**

b) **commanding officer — commit**

c) **copyist — corn borer**

d) **courageous — cover**

108. If the words **may-meaning** are at the top of a dictionary page, which one of these would be on that page?

a) **mattress**

b) **meat**

c) **mayor**

d) **match**

109. Listed below are guide words from the pages of a dictionary. On which page would you find the word **razor**?

a) **range —rare**

b) **rational — ray**

c) **ray — readily**

d) **readiness — reason**

110. Which of these best explains the contents of an unabridged dictionary?

a) Includes the most frequently used words

b) Contains words having the greatest number of definitions

c) Defines words of American origin

d) Includes all the words of a language

111. Which of the following is a special dictionary?

a) *Webster's Unabridged Dictionary*

b) *Macmillan's Student Dictionary*

c) *American Heritage Dictionary*

d) *Webster's Biographical Dictionary*

TO ANSWER QUESTIONS 112 THROUGH 115, USE ILLUSTRATION 13: *THORNDIKE BARNHART INTERMEDIATE DICTIONARY.*

112. Which entry follows the word **merle**?

a) **merl**

b) **Merlin**

c) **mermaid**

d) **merman**

113. What is the definition of **Merlin**?

a) A United States frigate

b) An imaginary sea maiden

c) A common European blackbird

d) The magician who helped King Arthur

114. What part of speech is the word **meson**?

a) Adjective

b) Adverb

c) Noun

d) Verb

115. Which is the accented syllable in the word **mesdemoiselles**?

a) mes

b) de

c) moi

d) selles

TO ANSWER QUESTIONS 116 THROUGH 120, USE ILLUSTRATION 14: *WEBSTER'S NEW STUDENTS DICTIONARY.*

116. What is the correct pronunciation of the word **skittish**?

a) skit — ish'

b) skitt — ish'

c) 'skit — ish

d) 'skit — tish

117. What part of speech is the word **skittle**?

a) Adjective

b) Noun

c) Pronoun

d) Verb

118. What is the correct meaning of the word **skirl**?

a) A minor fight in a war

b) The master of a ship

c) The high shrill sound of a bagpipe

d) Any of several small leaping insects

119. Which of these abbreviations indicates the origin of the word **skull**?

a) S

b) Sc

c) Scand

d) Sk

120. What entry word follows the word **skip**?

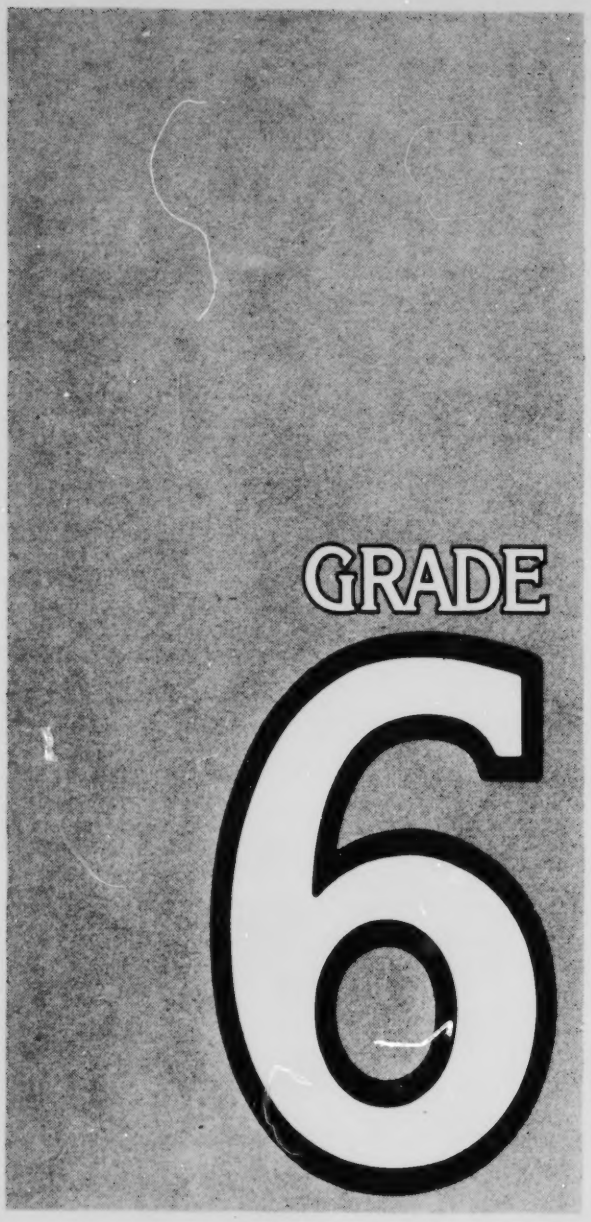
a) **skip**

b) **ski pants**

c) **skipjack**

d) **ski pole**

47




# Criterion Referenced Assessment Bank

## SKILL CLUSTER:

# Encyclopedias

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

**DIRECTIONS TO STUDENTS**

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## SKILL CLUSTER: ENCYCLOPEDIAS

121. Which of these is the correct description of an encyclopedia?

a) A book containing current statistical information, charts, tables, graphs, calendars, and general information

b) A book published yearly as a report or a history of the activities of a particular group or organization

c) A book of short biographies of currently famous people, arranged alphabetically by last name

d) A book containing articles, usually arranged in alphabetical order by subject, in many areas of information

122. If the words **Greenville-Greenwich** are at the top of an encyclopedia page, which of these could be found on that page?

a) Grenada

b) Greenway

c) Greyhound

d) Greek

TO ANSWER QUESTIONS 123 THROUGH 126, USE ILLUSTRATION 15: *THE WORLD BOOK ENCYCLOPEDIA RESEARCH GUIDE/INDEX.*

123. Under which topic would you look to locate specific information about the ancient African empire of Songhai?

a) African History

b) Songhai

c) Songhai Empire

d) Ancient Empire

124. In what volume would you locate a history of Mali, part of the Songhai Empire?

a) *N*

b) *So*

c) *M*

d) *S*

125. In which volume would you find a map of the Songhai Empire?

a) *M*

b) *So*

c) *S*

d) *E*

126. On what page will you find information on the history of Niger, which is a country in the Songhai Empire?

a) *H:* 325

b) *N:* 85

c) *N:* 324

d) *N:* 325

127. In which encyclopedia entry would you find the most detailed information on the archeological digs of Louis Seymour Leakey?

a) Leakey

b) Archeology

c) Louis

d) Excavations

128. When comparing the religious beliefs of the ancient Greeks and ancient Persians, which encyclopedia articles would you consult?

a) Greece *and* Religion

b) Persia *and* Religion

c) Greece *and* Persia

d) Religion *and* Ancient Cultures

129. Which articles would you consult for information about the use of stars as a navigation guide?

a) Stars *and* description

b) Stars *and* use in navigation

c) Ships *and* description

d) Ships *and* use in navigation

130. In which encyclopedia entry would you find information on the colors and temperatures of the stars in a galaxy?

a) Color

b) Temperature

c) Stars

d) Galaxy

131. Under which encyclopedia entry would you locate information on the shapes, sizes, and history of hot air balloons?

a) Shapes

b) Size

c) History

d) Balloons

132. In which encyclopedia would you find information about Hans Christian Andersen?

a) Hans, Christian

b) Christian, Hans

c) Andersen, Hans Christian

d) Christian, Hans Andersen

133. In which encyclopedia article would you locate information about Chief Justice John Marshall?

a) John Marshall

b) Marshall, John

c) Chief Justice

d) Justice, Chief John Marshall

TO ANSWER QUESTIONS 134 THROUGH 140, USE ILLUSTRATION 16: *THE WORLD BOOK ENCYCLOPEDIA.*

134. Which of these articles would **not** give you additional information about Greece?

a) Corinth

b) Sparta

c) Lemon

d) Olympic Games

135. To which other article would you refer if you wanted information about Greek writers of the past?

a) Literature, Greece

b) Greek Literature

c) Writers of Greece

d) Greek Writers

136. Under which **main heading** would you find a description of Greek manufacturing?

a) Government

b) Activities of the People

c) Manufacturing

d) Work of the People

137. Under which **main heading** would you find information about Greek schools?

a) Activities of the People

b) Education

c) History

d) Life of the People

138. Which of these is a **subheading** under The Land and Its Resources

a) Life of the People

b) Climate

c) Work of the People

d) Agriculture

139. Which **study aid** best organizes the information found in this article on Greece?

a) Biographies

b) History

c) Outline

d) Questions

140. Which of these would you use to review the information in this article on Greece?

a) Questions

b) Other Related Articles

c) Biographies

d) Physical Features

TO ANSWER QUESTIONS 141 AND 142, USE ILLUSTRATION 17: *THE WORLD BOOK ENCYCLOPEDIA.*

141. What is the **main heading** of this encyclopedia article?

a) Ancient Greeks

b) Greece, People

c) Ancient People

d) Greece, Ancient

142. Which of these is **not** a **subheading** in this article?

a) Climate

b) Language

c) Education

d) Agriculture

# Criterion Referenced Assessment Bank

GRADE

6

## SKILL CLUSTER:

## Almanacs

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

**DIRECTIONS TO STUDENTS**

1. Read each question carefully.
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3. Choose the best answer from the four answers given.
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## SKILL CLUSTERS: ALMANACS

143. Which definition is correct for an almanac?

a) A book containing articles, by subject, on many areas of information

b) A book published yearly as a history of a particular group or organization

c) A book containing current statistical information, tables, charts, and general information

d) A book of maps, often including descriptive text, arranged in geographical order

TO ANSWER QUESTIONS 144 THROUGH 146, USE ILLUSTRATION 18: *THE WORLD ALMANAC AND BOOK OF FACTS.*

144. On what pages will you find information on the height of buildings in Honolulu, Hawaii?

a) 457

b) 673

c) 682-683

d) information not given

145. On what page will you find information on hieroglyphics?

a) 720

b) 722

c) 851

d) information not given

146. On what page will you find information on players in the Ice Hockey Hall of Fame?

a) 683

b) 838

c) 886-887

d) information not given

TO ANSWER QUESTIONS 147 AND 148, USE ILLUSTRATION 19: *THE WORLD ALMANAC AND BOOK OF FACTS.*

147. What is the maximum speed of a reindeer?

a) 61 mph

b) 32 mph

c) 70 mph

d) information not given

148. The squab is the special name given to the young of which of these animals?

a) Squid

b) Skunk

c) Crab

c) Pigeon

# Criterion Referenced Assessment Bank

GRADE

6

## SKILL CLUSTER:

## Atlases

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

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## SKILL CLUSTER: ATLASES

149. Which of these describes an atlas?

a) A book containing words and their meanings, usually arranged in alphabetical order

b) A book of maps, often including descriptive text, arranged in geographical order

c) A book containing current statistical information, tables, charts, graphs, and general information

d) A book containing articles, usually in alphabetical order, on many areas of information

TO ANSWER QUESTIONS 150 THROUGH 153, USE ILLUSTRATION 20: *GOODE'S WORLD ATLAS.*

150. Which symbol indicates that lead is found in a particular area?

a) ▲

b) △

c) +

d) *

151. What mineral is available in Region 1?

a) Iron ore

b) Petroleum

c) Zinc

d) Bauxite

152. In which region would you find a large deposit of lignite?

a) 1

b) 2

c) 3

d) 4

153. Which of these is **not** a natural resource of Region 4?

a) Petroleum

b) Copper

c) Iron ore

d) Zinc

154. Which of these would **not** appear on a physical map?

a) Vegetation

b) Rivers and lakes

c) Land masses

d) Elevation

155. Which of these would **not** appear on a political map?

a) Transportation routes

b) Cities

c) State and country boundaries

d) Major industrial areas

156. For which of these would you use a political map?

a) Determining iron ore deposits within the state of Oregon

b) Locating the capital of the state of Indiana

c) Estimating annual rainfall along the Columbia River

d) Estimating the height of Mount Rainier

TO ANSWER QUESTIONS 157 AND 158 USE ILLUSTRATION 21: *GOODE'S WORLD ATLAS.*

157. Which map would you use to find the area of the United States having the greatest number of people?

a) 1

b) 2

c) 3

d) 4

158. Which map would you use to locate the heaviest concentration of nickel?

a) 1

b) 2

c) 3

d) 4

159. Which of these types of maps is **not** considered a special map?

a) Economic

b) Political

c) Minerals

d) Population

TO ANSWER QUESTIONS 160 THROUGH 162, USE ILLUSTRATION 22: *GOODE'S WORLD ATLAS.*

160. On which page would you find a map of Rockville, Maryland?

a) 98

b) 104

c) 106

d) 117

161. What are the coordinates of Roanoke Rapids?

a) 36·25 N 77·40 W

b) 37·05 N 79·20 W

c) 33·08 N 85·21 W

d) 36·28 N 77·37 W

162. On what page would you locate Rock Island Dam?

a) 100

b) 109

c) 110

d) none of the above

TO ANSWER QUESTIONS 163 THROUGH 166, USE ILLUSTRATION 23: *HAMMOND WORLD ATLAS.*

163. What are the coordinates you would use to locate Cleve?

a) A 8

b) B 6

c) E 5

d) F 5

164. What lake falls within the coordinates A 2?

a) Lake Amadeus

b) Lake Maurice

c) Lake Nurrani

d) Lake Wright

165. What lake is found at the interesection of 136° longitude, 32° latitude?

a) Lake Cadibarrawirracanna

b) Lake Eyre

c) Lake Gairdner

d) Lake Torrens

166. Indicate the coordinates which locate the Simpson Desert.

a) A 6

b) B 2

c) E 1

d) G 3

# Criterion Referenced Assessment Bank

GRADE

6

## SKILL CLUSTER:

# Newspapers, Magazines, and Periodical Indexes

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

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## SKILL CLUSTER: NEWSPAPERS, MAGAZINES, AND PERIODICAL INDEXES

TO ANSWER QUESTIONS 167 THROUGH 170, USE ILLUSTRATION 24: *THE WASHINGTON POST* NEWSPAPER.

167. From which section of the newspaper was Sample A taken?

a) Classified

b) Financial

c) Editorial

d) Weather

168. From which section of the newspaper was Sample B taken?

a) Real Estate

b) Weather

c) Index

d) TV/Radio

169. From which section of the newspaper was Sample C taken?

a) Classified

b) Entertainment

c) Sports

d) Editorial

170. From which section of the newspaper was Sample D taken?

a) Classified

b) Sports

c) Comics

d) Entertainment

171. What does a newspaper contain that is **not** found in a magazine?

a) Full color illustrations on a news topic

b) Most recent information on a topic

c) Editorials and letters to the editor

d) Advertisements of merchandise

TO ANSWER QUESTIONS 172 THROUGH 177, USE ILLUSTRATION 25: *SUBJECT INDEX TO CHILDREN'S MAGAZINES.*

172. How many articles are listed under the heading of astronomy?

a) one

b) two

c) four

d) eight

173. Which of these is the name of an article on astrology?

a) "Sign of the Dog"

b) "Astrophotography is a Snap"

c) "Plans for a Starship"

d) "Skywatch and Tides"

174. Which of these following subjects is suggested as additional sources of information on astronomy?

a) Satellites

b) Atmosphere

c) Gravitation

d) Astrology

175. In which **magazine** would you find the article "Not Good at Sports"?

a) *Explorer*

b) *My Weekly Reader Eye*

c) *Young Athlete*

d) *Ebony Youth Edition*

176. In which month did the articles about astrology appear?

a) March

b) April

c) May

d) June

177. How many pages long is the article on Aspen?

a) 1

b) 2

c) 20

d) 40

TO ANSWER QUESTIONS 178 THROUGH 182, USE ILLUSTRATION 26: *NATIONAL GEOGRAPHIC INDEX*.

178. Which of these topics is not related to information about the solar system?

a) Comets

b) Moon

c) Stars

d) Sun

179. How many articles will you find in the *National Geographic Magazine* on Solar Energy?

a) two

b) three

c) four

d) five

180. In what issue will you find Friedman's article "The Sun"?

a) November 1972

b) November 1965

c) March 1976

d) July 1976

181. Which of the articles listed under Solar Energy is illustrated with paintings?

a) "What's Happening to Our Climate"

b) "Solar Energy, The Ultimate Powerhouse"

c) "The Search for Tomorrow's Powerhouse"

d) "The Next Frontier"

182. In which order are articles arranged beneath each subject entry?

a) Alphabetically by author

b) Alphabetically by title

c) Alphabetically by date

d) Alphabetically by subject

68

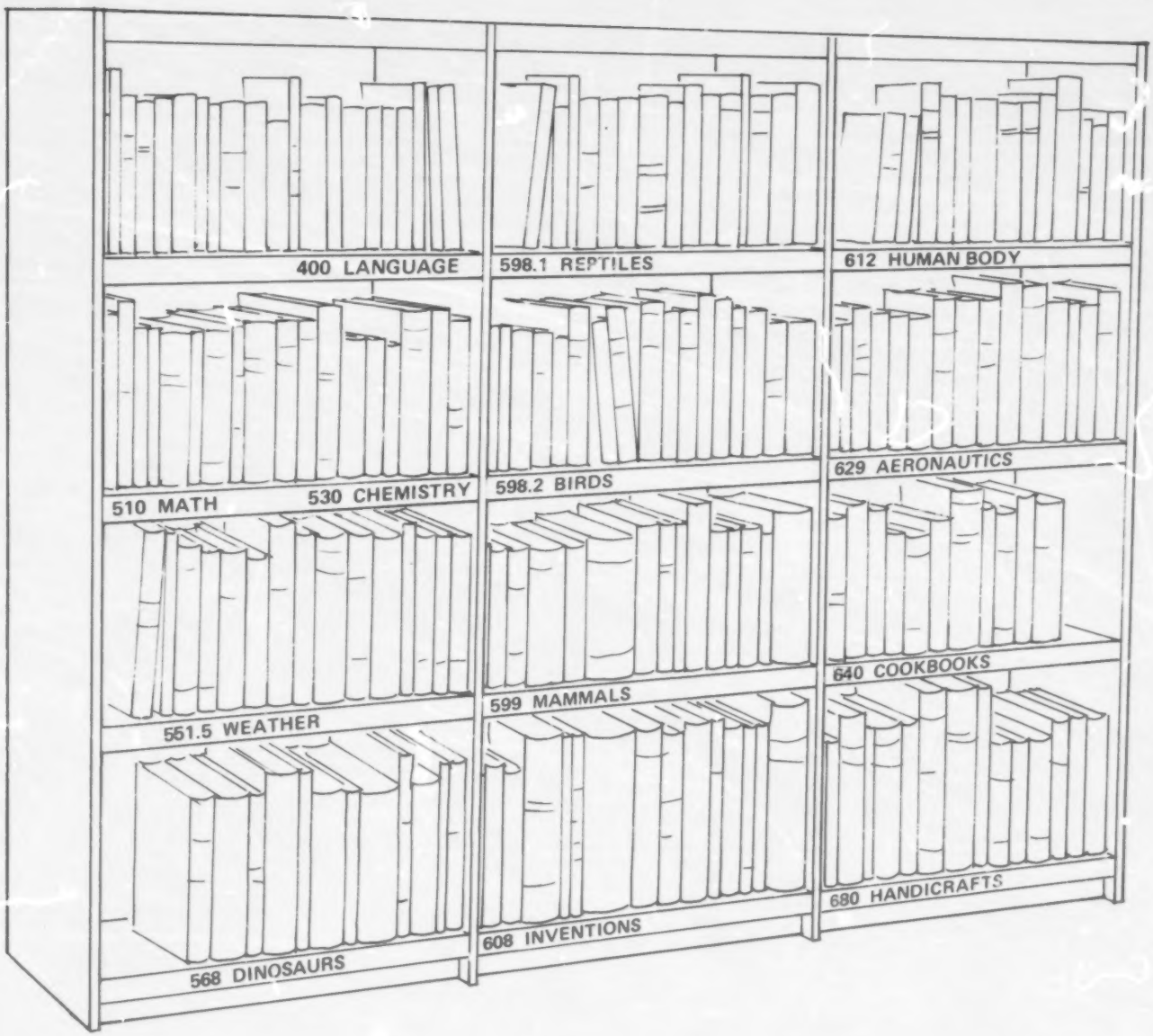
# Criterion Referenced Assessment Bank

## GRADE 6

## ILLUSTRATIONS

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Illustration 1. SHELF ARRANGEMENT



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Library of Congress Catalog Card Number: 67-17925

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 R 75 74 73 72 71 70

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Published 1979 by Warwick Press,
730 Fifth Avenue, New York, New York 10019
First published in Great Britain by Longman in 1978
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ISBN 0-531-09111-2

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Library of Congress Catalog Number: 77-088508
ISBN (Hardcover): 0-670-39817-9
ISBN (Paperback): 0-449-7-6681-0

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*ANCIENT CHINA*
*THE ILLUSTRATED LIBRARY OF SCIENCE, NATURE AND MAN'S ENVIRONMENT*
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Illustration 3. CARD CATALOG — OUTSIDE GUIDES

Illustration 4. CARD CATALOG — INSIDE GUIDES

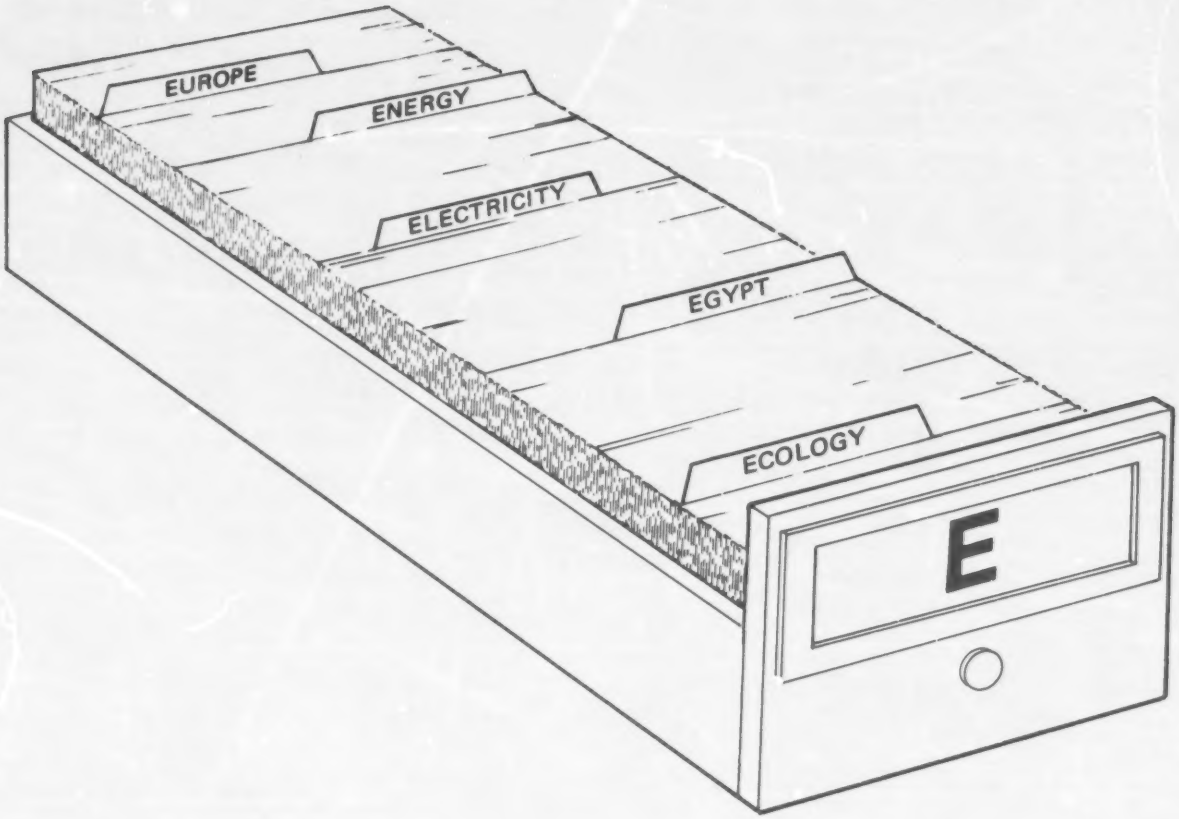


Illustration 5. CATALOG CARDS

Kit
398.2 American folklore. Coronet S166/M166 1969
AME 6 fs. color and phonodiscs: 6s. 12".
33 1/3rpm. or 6 cassettes

With users' guide.
Contents.- Paul Bunyan.- Mike Fink.- Pecos Bill.- John Henry.- Joe Magarac.- Casey Jones.

1 Folklore - U.S. I Title analytics

8-2

Sample Card 1

F
LEN L'Engle, Madeleine.
Dragons in the waters. Farrar, Straus 1976
293p.

A thirteen-year-old boy's trip to Venezuela with his cousin culminates in murder and the discovery of an unexpected bond with an Indian tribe, dating from the days of Simon Bolivar.

1 Mystery and detective stories. 2 Venezuela - Fiction. I Title.
11-6

Sample Card 2

A harvest of Russian children's literature

891.7 Morton, Miriam, ed.
M A harvest of Russian children's literature; ed. with introduction and commentary, by Miriam Morton; foreword by Ruth Hill Viguers. Univ. of Calif. Press 1967
474p illus

"This first anthology in English of Russian literature for children provides a wealth of stories, verse, folktales, fables, and prose poems, from 1825 to the present. . . . The selections are grouped according to their general popularity with three age ranges: from five to seven; from eight to eleven; and from twelve to approximately fifteen." Publisher's note
Quarto volume

1 Russian literature—Collections 2 Children's literature—Collections 1 Title 891.7

Sample Card 3

FOLKLORE—AFRICA, WEST

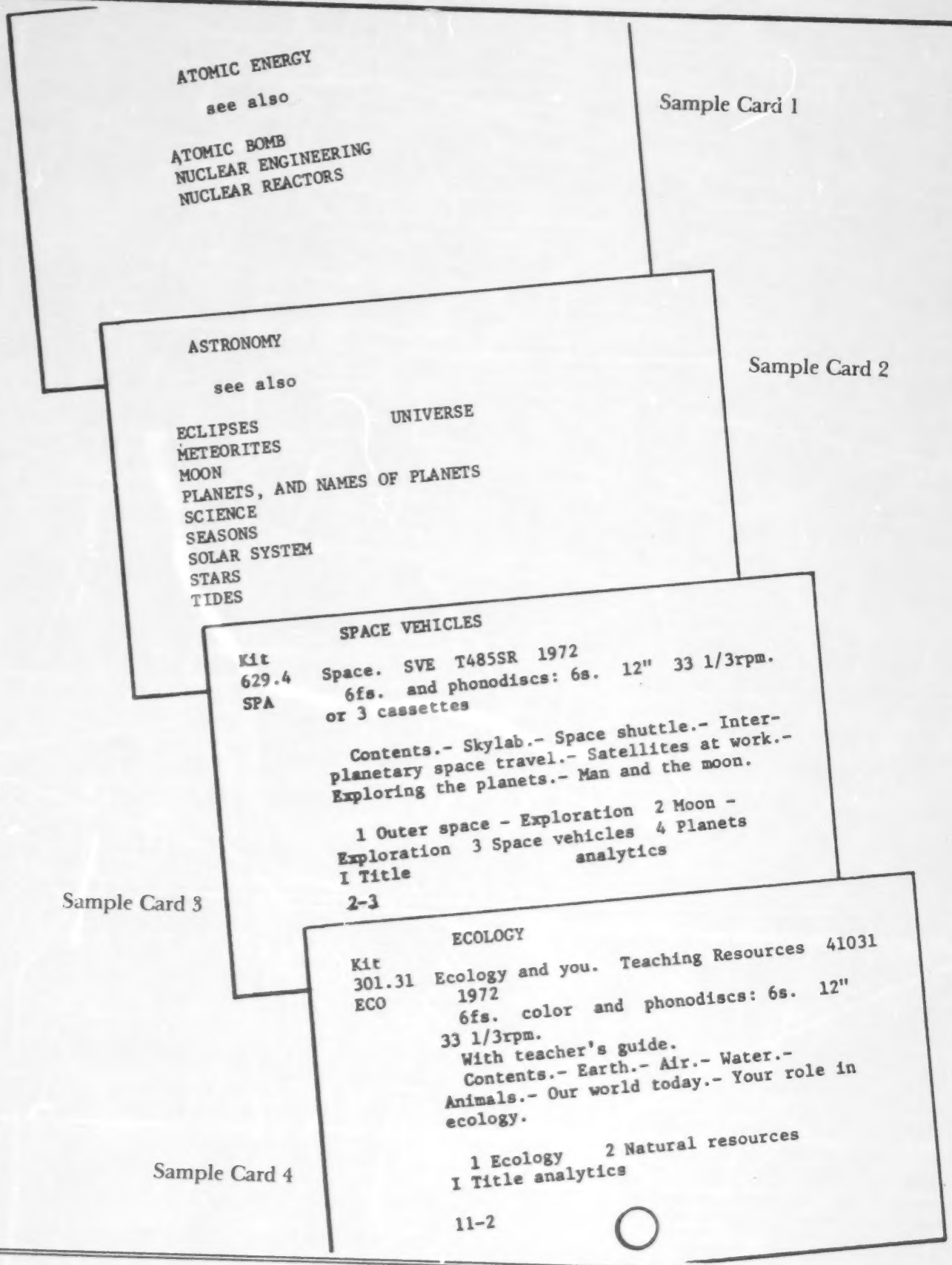
398.2 Arkhurst, Joyce Cooper
A The adventures of Spider; West African folk tales; retold by Joyce Cooper Arkhurst; illus. by Jerry Pinkney. Little 1964
58p illus

Contents: How Spider got a thin waist; Why Spider lives in ceilings; How Spider got a bald head; How Spider helped a fisherman; Why Spiders live in dark corners; How the world got wisdom

1 Folklore—Africa, West 2 Spiders—Stories 1 Title j398.2

Sample Card 4

## Illustration 6. CATALOG CARDS



ATOMIC ENERGY

see also

ATOMIC BOMB
NUCLEAR ENGINEERING
NUCLEAR REACTORS

Sample Card 1

ASTRONOMY

see also

ECLIPSES
METEORITES
MOON
PLANETS, AND NAMES OF PLANETS
SCIENCE
SEASONS
SOLAR SYSTEM
STARS
TIDES
UNIVERSE

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SPACE VEHICLES

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629.4 Space. SVE T485SR 1972
SPA 6fs. and phonodiscs: 6s. 12" 33 1/3rpm.
or 3 cassettes

Contents.- Skylab.- Space shuttle.- Interplanetary space travel.- Satellites at work.- Exploring the planets.- Man and the moon.

1 Outer space - Exploration 2 Moon - Exploration 3 Space vehicles 4 Planets
I Title analytics
2-3

Sample Card 3

ECOLOGY

Kit
301.31 Ecology and you. Teaching Resources 41031
ECO 1972
6fs. color and phonodiscs: 6s. 12"
33 1/3rpm.
With teacher's guide.
Contents.- Earth.- Air.- Water.- Animals.- Our world today.- Your role in ecology.

1 Ecology 2 Natural resources
I Title analytics

11-2

Sample Card 4

Illustration 7. CATALOG CARDS

Magnets

Film loop
507.2 Explorations in science. Ealing
EXP 82-0068, 82-0084, 82-0092, 82-0100,
82-0118, 82-0126, 82-0134, 82-0142,
82-0159, 82-0167 1969
10 reels 4min. color 8mm.

Contents.-The surface of water.-Bulbs and batteries.-Light.-Magnets.-Magnetic patterns.-Springs.-Pendulums.-Liquids.-The microscope.-The microscopic world.

1 Science - Experiments I Title analytics

Sample Card 1

Filmstrip
534 What is sound (*Filmstrip*) Benefic Press, 1961.
WHA 37 fr., color, 35 mm. (What is it series)

With teacher's guide.
Based on the book of the same title by Gabriel Reuben.
*Summary:* Presents basic facts about sound. For elementary grades.

Sample Card 2

Poems from Black Africa

Record
896 Hughes, Langston.
HUG Poems from Black Africa. Caedmon TC 1315
2s. 12" 33 1/3rpm.

Read by James Earl Jones.
Poems from Sierra Leone, Nyasaland, Ghana, Liberia, Nigeria, South Africa, and oral traditionals.

1 African poetry I Title

Sample Card 3

MARYLAND - HISTORY

Kit
917.52 Maryland, its history and geography.
MAR Joseph Mealey 1970
fs. color and phonodiscs: 12"
33 1/3rpm. or cassettes

1 Maryland - History 2 Maryland - Description and travel

Sample Card 4

GERMANY - FOLK-LORE (CONT.)

GRIMM, JAKOB LUDWIG KARL. WOLF AND THE SEVEN LITTLE KIDS, BY J. L. K. GRIMM. TR. BY KATYA SHEPPARD, WITH PICTURES BY FELIX HOFFMANN. HARCOURT, 1959.
A BK C CH D DM F G K LF N RV S SH T W WO P

GRIMM, WILHELM KARL. HANSEL AND GRETEL, A STORY OF THE FOREST, BY W. AND J. GRIMM. MUSIC BY E. HUMPERDINCK AND ILLUS. BY W. CHAPPELL. KNOPF, 1944.
A B BK C CH D DM F G K LF N RV S T W WO J782.1

GRIMM'S FAIRY TALES. CAEDMON TC 1062.
READ BY JOSEPH SCHILDKRAUT.
CONTENTS: TOM THUMB.- OLD MAN AND HIS GRANDSON.- FROG PRINCE.- ELVES AND THE SHOEMAKER.- SLEEPING BEAUTY (BRIAR ROSE).- RUMPELSTILTSKIN.- STAR-MONEY.- RAPUNZEL.
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SEE ALSO CHILDREN AS ACTORS. CHILDREN AS ARTISTS. CHILDREN AS AUTHORS.

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Illustration 9. MCPL *CHILDREN'S BOOK CATALOG*
AUTHOR SECTION OF *TITLES — AUTHORS*

DAVIS, LAVINIA RIKER
DANNY'S LUCK. DOUBLEDAY, 1953.
B BK D F N RV S T W P
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**jeja,** *n.f.* (*prov.*) white wheat.
**jeito,** *n.m.* fishing-net used in the Bay of Biscay.
**jején,** *n.m.* (*Cub.*) gnat, gall-midge.
**jema,** *n.f.* badly squared part of a beam.
**jemal,** *a.* having the length of a *jeme*.
**jeme,** *n.m.* distance from the end of the thumb to the end of the forefinger when both are extended; (*coll.*) woman's face.
**jemoso, -sa,** *a.* badly squared (of a beam).
**jenabe, jenable,** *n.m.* mustard.
**jengibre,** *n.m.* ginger.
**jeniquén,** *n.m.* henequen, sisal hemp.
**jenízaro, -ra,** *n.m.f., a.* cross-breed; (*Mex.*) of Chinese and Indian parents; janizary.
**jeque,** *n.m.* Moorish old man or chief; (*prov.*) portmanteau.
**jera,** *n.f.* ground which can be ploughed in a day with a pair of oxen; present, gift.
**jerapellina,** *n.f.* old ragged garment.
**jerarca,** *n.m.* (*eccles.*) hierarch.
**jerarquía,** *n.f.* hierarchy; important rank.
**jerárquico, -ca,** *a.* hierarchical.
**jerbo,** *n.m.* jerboa (*Dipus Ægyptius*).
**jeremiada,** *n.f.* jeremiad.
**Jeremías,** *n.m.f.* Jeremiah, whiner.
**jeremiqueo,** *n.m.* (*Cub., Chi., PR.*) persistent supplication; whining.
**jerez,** *n.m.* sherry wine.
**jerezano, -na,** *n.m.f., a.* of or belonging to Jerez.
**jerga,** *n.f.* coarse frieze; jargon, gibberish; straw bed; *estar* (*dejar* or *poner*) *una cosa en jerga,* to be begun, but not finished.
**jergón,** *n.m.* straw bed; misfit clothes; Kidderminster carpeting; (*coll.*) paunch, belly; (*coll.*) ill-shaped person; (*jewel.*) zircon.
**jerguilla,** *n.f.* silk or worsted serge.
**jericoplear,** *v.t.* (*Guat., Hond.*) to disturb, to annoy.
**jerife,** *n.m.* descendant of Mohammed's daughter Fatima; (*hist.*) the chief authority of Mecca; a member of the reigning dynasty of Morocco.
**jerifiano, -na,** *a.* pertaining to the *jerife*; *Su Majestad Jerifiana,* His Majesty the Sultan of Morocco.
**jerigonza,** *n.f.* (*coll.*) jargon, gibberish, slang; strange and ridiculous action; *andar en jerigonzas,* to cavil, quibble.
**jeringa,** *n.f.* syringe; sausage-stuffer.
**jeringar,** *v.t.* (*pret.* **jeringué**; *pret. subj.* **jeringue**) to syringe, inject; (*coll.*) to vex, annoy, tease.
**jeringazo,** *n.m.* syringing, injecting; clyster, injection.
**jeringuilla,** *n.f.* hypodermic syringe; (*bot.*) syringa, mock orange.
**jeroglífico,** *n.m.* hieroglyph.
**jeroglífico, -ca,** *a.* hieroglyphical.
**jerosolimitano, -na,** *a.* native of Jerusalem.
**jerpa,** *n.f.* sterile shoot of a vine.
**jerricote,** *n.m.* pottage of almonds, sugar, sage and ginger.
**jerviguilla, jervilla,** *n.f.* kind of short boot.
**jesnato, -ta,** *a.* child dedicated to Jesus when born.
**Jesucristo,** *n.m.* Jesus Christ.
**jesuita,** *n.m.* Jesuit; (*coll.*) hypocrite.
**jesuíticamente,** *adv.* Jesuitically.
**jesuítico, -ca,** *a.* Jesuitical.
**jesuitismo,** *n.m.* Jesuitism.
**Jesús,** *n.m.* Jesus; *en un decir Jesús,* in an instant; *¡Jesús mil veces!* good God! *no saber ni el Jesús,* not to know even the alphabet; *decir los Jesuses,* to assist dying people; *morir sin decir Jesús,* to die very suddenly.
**jesusear,** *v.i.* to repeat often the name of Jesus.
**jeta,** *n.f.* thick, heavy lips; blubber-lip; hog's snout; (*coll.*) person's face; (*mech.*) faucet, cock.
**jetar,** *v.i.* (*prov.*) to dilute, dissolve, liquefy.
**jeto,** *n.m.* (*prov.*) empty beehive rubbed with honey to attract bees.
**jetudo, -da,** *a.* thick-lipped.
**¡ji, ji, ji!** *interj.* denoting laughter, he! he!
**jíbaro,** *n.m.* (*Am.*) countryman, rustic.
**jíbaro, -ra,** *a.* (*Am.*) rustic, rude, run wild; (*Mex.*) of cross-breed.
**jibia,** *n.f.* (*zool.*) cuttle-fish.
**jibión,** *n.m.* cuttle-fish bone.
**jibraltareño, -ña,** *a.* of or from Gibraltar.
**jícara,** *n.f.* chocolate cup; gourd-tree.
**jicarazo,** *n.m.* large chocolate cup; blow with such a cup; *dar un jicarazo,* (*coll.*) to give poison to a person.
**jicarón,** *n.m.* large chocolate cup.
**jicotea,** *n.f.* (*Am.*) tortoise; mud-turtle.
**jifa,** *n.f.* refuse of slaughtered beasts.
**jiferada,** *n.f.* stroke with a butcher's knife.
**jifería,** *n.f.* slaughtering.
**jifero, -ra,** *a.* belonging to the slaughterhouse.
**jifero,** *n.m.* butcher's knife; butcher.
**jifia,** *n.f.* (*ichth.*) xiphias, sword-fish.
**jiga,** *n.f.* jig (dance and tune).
**jigote,** *n.m.* hash, broth; minced meat.
**jiguilete,** *n.m.* indigo-plant.
**jijallar,** *n.m.* bramble-patch, broom-patch.
**jijallo,** *n.m.* (*bot.*) prickly broom.
**jijene,** *n.m.* (*S. Am.*) sand-fly.
**jijona,** *n.f.* variety of flinty wheat; *turrón de Jijona,* sweet-almond paste.
**jilguero,** *n.m.* (*orn.*) linnet.
**jilmaestre,** *n.m.* artillery officer in charge of horses, mules, etc.
**jilocopo,** *n.m.* carpenter bee (*xylocopa*).
**jilote,** *n.m.* (*Mex.*) ear of green corn.
**jimagua,** *n.m.f.* (*Cub.*) twin.
**jimelga,** *n.f.* (*naut.*) fish of a mast.
**jimenzar,** *v.t.* to ripple flax or hemp.
**jinestada,** *n.f.* sauce made of milk, dates, etc.
**jineta,** *n.f.* art of horsemanship; short lance used in olden times; ancient tribute on cattle; sergeant's shoulder-knot; *andar a la jineta,* to go at a short trot; *cabalzar a la jineta,* to ride with very short stirrups; *tener los cascos a la jineta,* to be hare-brained, wild, giddy.
**jineta,** *n.m.* (*zool.*) genet, small mammal allied to the civet.
**jinete,** *n.m.* trooper, cavalry-man; horseman, cavalier, rider, equestrian; pure-breed horse.
**jinetear,** *v.t.* (*Guat., Hond., Mex.*) to tame wild horses by riding them; *v.i.* to ride on horseback for show.
**jinglar,** *v.i.* to swing, vibrate, oscillate.
**jingoismo,** *n.m.* jingoism.
**jingoista,** *n.m.f., a.* jingoist(-ic).
**jinjol,** *n.m.* jujube.
**jipa,** *n.m.* (*Col.*) [JIPIJAPA].
**jipato, -ta,** (*Cub.*) pale, sickly; full, replete with eating.
**jipe,** *n.m.* (*Mex.*) [JIPIJAPA].
**jipijapa,** *n.f.* very fine woven straw.
**jiquilete,** *n.m.* (*bot.*) indigo-tree.



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## JANUARY

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hat, āge, fär; let, ēqual, tėrm;
it, īce; hot, ōpen, ôrder;
oil, out; cup, pùt, rüle; ch, child;
ng, long; sh, she; th, thin;
ŦH, then; zh, measure;

ə represents *a* in about,
*e* in taken, *i* in pencil,
*o* in lemon, *u* in circus.

serving reward or praise; having merit; worthy: *His work at school was meritorious, but not brilliant. adj.* **—mer′i to′ri ous ly,** *adv.* **—mer′i to′ri ous ness,** *n.*

**merle** or **merl** (merl), the common European blackbird. *n.*

**Mer lin** (mer′lən), magician who helped King Arthur. *n.*

**mer maid** (mer′mād′), an imaginary sea maiden having the form of a fish from the waist down. *n.*

**mer man** (mer′man′), an imaginary man of the sea having the form of a fish from the waist down. *n., pl.* **mer men.**

**mer ri ly** (mer′ə lē), in a merry manner; laughing and gay. *adv.*

**Mer ri mac** (mer′ə mak), a United States frigate rebuilt with iron armor by the Confederates during the Civil War and renamed the **Virginia.** The Merrimac was the first armored warship. *n.*

**Mer ri mack** (mer′ə mak), river flowing from central New Hampshire through NE Massachusetts into the Atlantic. *n.*

**mer ri ment** (mer′ē mənt), laughter and gaiety; fun; mirth; merry enjoyment. *n.*

**mer ri ness** (mer′ē nis), a being merry. *n.*

**mer ry** (mer′ē), 1 laughing and gay; full of fun: *merry talk.* 2 gay; joyful: *a merry holiday. adj.,* **mer ri er, mer ri est.**

**make merry,** laugh and be gay; have fun.

**mer ry-an drew** (mer′ē an′drü), clown or buffoon. *n.*

**mer ry-go-round** (mer′ē gō round′), 1 set of animal figures and seats on a circular platform that is driven round and round by machinery and that children ride for fun; carrousel. 2 any whirl or rapid round: *The holidays were a merry-go-round of parties. n.*

**mer ry mak er** (mer′ē mā′kər), person who is being merry; person engaged in merrymaking. *n.*

**mer ry mak ing** (mer′ē mā′king), 1 laughter and gaiety; fun. 2 gay festival, merry entertainment. 3 gay and full of fun; having a merry time. 1,2 *n.,* 3 *adj.*

**me sa** (mā′sə), a small, high plateau with a flat top and steep sides, common in dry regions of the western and southwestern United States. *n., pl.* **me sas.** [from Spanish *mesa* table, from Latin *mensa*]

**mes dames** (mā dam′), 1 a plural of **madam.** 2 FRENCH. plural of **madame.** *n.*

**mes de moi selles** (mād mwä zel′), FRENCH. plural of **mademoiselle.** *n.*

**mesh** (mesh), 1 an open space of a net, sieve, or screen: *This net has half-inch meshes.* 2 cord, wire, etc., used in a net or screen: *We found an old fly swatter made of wire mesh.* 3 **meshes,** *pl.* a network: *Seaweed was caught in the meshes of the net.* b snares: *The spy was entangled in the meshes of his own plot to steal defense secrets.* 4 catch or be caught in a net. 5 engage or become engaged. The teeth of a small gear mesh with the teeth of a larger one. 1-3 *n., pl.* **mesh es;** 4,5 *v.*

**in mesh,** in gear; fitted together.

**mes mer ic** (mez mer′ik *or* mesmer′ik), hypnotic. *adj.*

**mes mer ism** (mez′mə riz′əm *or* mes′mə riz′əm), hypnotism. *n.*

**mes mer ize** (mez′mə riz′ *or* mes′mə riz′), hypnotize. *v.,* **mes mer ized, mes mer iz ing.** [from Franz *Mesmer,* 1734-1815, an Austrian doctor who made hypnotism popular]

**mes on** (mes′on), a highly unstable particle found in the nucleus of an atom, having a mass greater than that of an electron and less than that of a proton. A meson may have a positive, negative, or neutral charge. *n.*

**Mes o po ta mi a** (mes′ə pə tā′mē ə), ancient country in SW Asia, between the Tigris and Euphrates rivers. *n.*

**mes o sphere** (mes′ə sfir), region of the atmosphere between the stratosphere and the ionosphere, which extends from about 20 to 50 miles above the earth's surface. Most of the ozone in the atmosphere is created in the mesosphere and there is almost no variation in the temperature. *n.*

**Mes o zo ic** (mes′ə zō′ik), 1 the geologic era before the present era; the age of reptiles. 2 of this era or its rocks. 1 *n.,* 2 *adj.*

**me squite** (me skēt′), tree or shrub, common in the southwestern United States and Mexico, that often grows in dense clumps or thickets. Its pods furnish a valuable food for cattle. *n.* [from Mexican Spanish *mezquite*]

**mess** (mes), 1 a dirty or untidy mass or group of things; dirty or untidy condition: *The children have been told to clean up the mess in their room.* 2 make dirty or untidy: *She messed up her book by scribbling in it.* 3 confusion or difficulty: *His business affairs are in a mess.* 4 make a failure of; spoil: *He messed up his chances of winning the race.* 5 an unpleasant or unsuccessful affair or state of affairs: *She made a mess of her final examinations.* 6 group of people who take meals together regularly, especially such a group in the army or navy. 7 meal of such a group: *The officers are at mess now.* 8 take one's meals (with). 9 portion of food, especially soft food: *a mess of oatmeal, a mess of fish.* 1,3,5-7,9 *n., pl.* **mess es;** 2,4,8 *v.*

**mess about** or **mess around,** be busy without really accomplishing anything; putter around.

**mes sage** (mes′ij), 1 words sent from one person to another: *a radio message, a message of welcome.* 2 an offical speech or writing: *the President's message to Congress.* 3 lesson or moral contained in a story, play, speech, etc. *n.*

**mes sen ger** (mes′n jər), 1 person who carries a message or goes on an errand. 2 anything thought of as carrying a message: *Each bullet was a messenger of death.* 3 a sign that something is coming; forerunner; herald: *Dawn is the messenger of day. n.*

**Mes si ah** (mə si′ə), 1 the expected deliverer of the Jewish people. 2 (in Christian use) Jesus. 3 Often, **messiah,** any person hailed as or thought of as a savior. *n.*

**Mes si an ic** (mes′ē an′ik), 1 of the Messiah. 2 Often, **messianic,** of or characteristic of a messiah or savior. *adj.*

**mes sieurs** (mes′ərz; *French* mā syü′), plural of **monsieur.** *n.*

**mess i ly** (mes′ə lē), in a messy manner. *adv.*

**mess i ness** (mes′ē nis), messy condition. *n.*

**mess kit,** a shallow, metal container that includes a fork, spoon, knife, and metal cup, for use by a soldier in the field, a camper, etc.

**mess mate** (mes′māt′), one of a group of people who eat together regularly. *n.*

**Messrs.,** messieurs, used before names as the plural of **Mr.:** *Messrs. Smith and Jones.*

**mess y** (mes′ē), in a mess; like a mess; untidy; in disorder; dirty. *adj.,* **mess i er, mess i est.**

**mes ti zo** (me stē′zō), person of mixed blood, especially the child of a Spaniard



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separated from the body — compare HIDE **b** : a sheet of parchment or vellum made from a hide **c** : BOTTLE 1b **2 a** : the external limiting layer of an animal body esp. when forming a tough but flexible cover; *also* : the 2-layered tissue of which this is formed in a vertebrate — compare DERMIS, EPIDERMIS **b** : an outer or surface layer (as a rind) ⟨a sausage *skin*⟩ ⟨apple *skins*⟩ **3** : the life or physical well-being of a person ⟨made sure to save his *skin*⟩ **4** : a sheathing or casing forming the outside surface of a structure (as a ship or airplane) — **skin·less** \-ləs\ *adj* — **skinned** \'skind\ *adj*

**²skin** *vb* **skinned**; **skin·ning** **1** : to cover or become covered with or as if with skin **2 a** : to strip, scrape, or rub off the skin of ⟨*skin* a fruit⟩ ⟨*skinned* his knee⟩ **b** : to strip or peel off **3 a** : CHEAT, FLEECE **b** : DEFEAT **c** : CENSURE, REPRIMAND **4 a** : to climb or descend ⟨*skin* up and down a rope⟩ **b** : to pass or get by with scant room to spare

**skin-deep** \'skin-'dēp\ *adj* **1** : as deep as the skin **2** : not thorough or lasting in impression : SUPERFICIAL

**skin dive** *vi* : to swim deep below the surface of water with a face mask and flippers and with or without a portable breathing device — **skin diver** *n*

**skin-flint** \'skin-ˌflint\ *n* : a person who is very hard and grasping in money matters

**skin-ful** \-ˌfůl\ *n* **1** : the contents of a skin bottle **2** : a large or satisfying quantity esp. of liquor

**skin game** *n* : a swindling game or trick

**skin graft** *n* : a piece of skin transferred from a donor area to grow new skin at a place denuded (as by burning)

**skink** \'skiŋk\ *n* [Gk *skinkos*] : any of a family of mostly small lizards with small scales

**skin·ner** \'skin-ər\ *n* **1 a** : one that deals in skins, pelts, or hides **b** : one that removes, cures, or dresses skins **2** : a driver of draft animals and esp. of mules

**skin·ny** \'skin-ē\ *adj* **skin·ni·er**; **-est** **1** : resembling skin : MEMBRANOUS ⟨a *skinny* layer⟩ **2** : very thin : LEAN, EMACIATED — **skin·ni·ness** *n*

**skin test** *n* : a test (as a scratch test) performed on the skin and used in detecting allergic hypersensitivity

**skin-tight** \'skin-'tīt\ *adj* : closely fitted to the figure

**¹skip** \'skip\ *vb* **skipped**; **skip·ping** [ME *skippen*] **1 a** : to move or proceed with leaps and bounds : CAPER **b** : to bound or cause to bound off one point after another : RICOCHET **c** : to leap over lightly and nimbly **2** : to leave or leave from hurriedly or secretly **3 a** : to pass over or omit (as an interval, item, or step) **b** : to omit or cause to omit a grade in school in advancing to the next **c** : to pass over without notice or mention **d** : to fail to attend ⟨*skipped* the meeting⟩ **e** : : ISFIRE 1

**²skip** *n* **1 a** : a light bounding step **b** : a gait composed of alternating hops and steps **2** : an act of omission or the thing omitted

**³skip** *n* : the captain of a side in some games (as curling or lawn bowling)

**⁴skip** *vt* **skipped**; **skip·ping** : to act as skipper of

**ski pants** *n pl* : pants for skiing that are ribbed or close-fitted at the ankle

**skip-jack** \'skip-ˌjak\ *n, pl* **skipjacks** *or* **skipjack** : any of various fishes (as a bonito or bluefish) that jump above or play at the surface of the water

**ski pole** *n* : a metal-pointed pole or stick of steel or cane fitted with a strap for the hand at the top and an encircling disk set a little above the point and used as an aid in skiing

**¹skip·per** \'skip-ər\ *n* **1** : one that skips **2 a** : any of numerous small stout-bodied insects of swift erratic flight that differ from the typical butterflies in wing venation and the form of the antennae **b** : any of several small leaping insects ⟨cheese *skippers*⟩

**²skipper** *n* [MD *schipper*, fr. *schip* ship; akin to E *ship*] : the master of a ship; *esp* : the master of a fishing, small trading, or pleasure boat

**¹skirl** \'skərl, 'skirl\ *vb* : to sound the high shrill tone of the bagpipe

**²skirl** *n* : the high shrill sound of a bagpipe

**¹skir·mish** \'skər-mish\ *n* [MF *escarmouche*, fr. It *scaramuccia*] **1** : a minor fight in war usu. incidental to larger movements **2** : a brisk preliminary conflict

**²skirmish** *vi* **1** : to engage in a skirmish **2** : to search about (as for supplies) — **skir·mish·er** *n*

**¹skirr** \'skər\ *vb* **1** : to leave hurriedly : FLEE; *also* : to move rapidly **2** : to pass rapidly over esp. in search of something

**²skirr** *n* : WHIR, ROAR

**¹skirt** \'skərt\ *n* [ON *skyrta* shirt, kirtle; akin to E *shirt*] **1 a** : a free hanging part of a garment extending from the waist down **b** : a separate free hanging garment for women and girls covering the body from the waist down **c** : either of two flaps on a saddle covering the bars on which the stirrups are hung **2** *pl* : the outlying parts of a town or city : OUTSKIRTS **3** : a part or attachment serving as a rim, border, or edging **4** *slang* : GIRL, WOMAN

**²skirt** *vb* **1** : to form or run along the edge of : BORDER **2** : to provide a skirt or border for **3 a** : to go or pass around or about; *esp* : to go around or keep away from in order to avoid danger or discovery **b** : to evade or miss by a narrow margin **4** : to be, lie, or move along an edge, border, or margin — **skirt·er** *n*

**skirt·ing** \-iŋ\ *n* **1** : something that skirts: as **a** : BORDER, EDGING **b** *Brit* : BASEBOARD **2** : fabric (as wool) suitable for skirts

**ski run** *n* : a slope or trail suitable for skiing

**ski suit** *n* : a warm outfit for winter sports made in one-piece or two-piece style with a jacket top and pants usu. having ribbed cuffs

**skit** \'skit\ *n* **1** : a satirical or humorous story or sketch; *esp* : a sketch included in a dramatic performance (as a review) **2** : a short serious dramatic piece; *esp* : one done by amateurs

**ski tow** *n* **1** : a power-driven conveyor for pulling skiers to the top of a slope that consists usu. of an endless motor-driven moving rope which the skier grasps **2** : SKI LIFT

**skit·ter** \'skit-ər\ *vb* : to glide or skip lightly or quickly : skim along a surface

**skit·tish** \'skit-ish\ *adj* [ME] **1** : lively or frisky in action : CAPRICIOUS **2** : easily frightened : RESTIVE ⟨a *skittish* horse⟩ **3** : COY, BASHFUL — **skit·tish·ly** *adv* — **skit·tish·ness** *n*

**skit·tle** \'skit-ᵊl\ *n* **1** *pl* : a form of ninepins that sometimes uses wooden disks instead of balls **2** : one of the pins used in skittles

**¹skiv·vy** \'skiv-ē\ *n, pl* **skivvies** *Brit* : a female domestic servant

**²skivvy** *n, pl* **skivvies** : underwear consisting of shorts and a collarless short-sleeved pullover — usu. used in pl.

**skoal** \'skōl\ *n* [Dan *skaal*, lit., cup; akin to E *²scale*] : TOAST, HEALTH — often used interjectionally

**skua** \'skyü-ə\ *n* [NL, of Scand origin] : JAEGER; *esp* : a large No. Atlantic jaeger

**skul·dug·gery** *or* **skull·dug·gery** \ˌskəl-'dəg-(ə-)rē\ *n, pl* **-ger·ies** : underhanded or unscrupulous behavior : DISHONESTY, TRICKERY

**¹skulk** \'skəlk\ *vi* [of Scand origin] **1** : to move in a stealthy or furtive manner : SNEAK **2** : to hide or conceal oneself from cowardice or fear or with treacherous intent — **skulk·er** *n*

**syn** SKULK, SLINK, SNEAK mean to go or act so as to escape attention. SKULK may imply shyness or cowardice but often suggests an intent to spy or waylay; SLINK stresses a moving so as to avoid notice rather than keeping actually out of sight; SNEAK may add an implication of furtively entering or leaving a place or of accomplishing a purpose by indirect and underhanded methods

**²skulk** *n* : SKULKER

**skull** \'skəl\ *n* [of Scand origin] **1** : the vertebrate head skeleton that forms a bony or cartilaginous case enclosing the brain and chief sense organs and supporting the jaws **2** : the seat of understanding or intelligence : MIND

**skull and cross·bones** \-'krȯs-ˌbōnz\ *n* : a representation of a human skull over crossbones usu. used as a warning of danger to life

**skull·cap** \'skəl-ˌkap\ *n* : a close-fitting cap; *esp* : a light cap without brim for indoor wear

**skull practice** *n* : a strategy class for an athletic team

**¹skunk** \'skəŋk\ *n, pl* **skunks** *also* **skunk** [of Algonquian origin] **1** : any of various common omnivorous black-and-white New World mammals related to the weasels and having glands near the anus from which a secretion of pungent and offensive odor is ejected when the animal is startled **2** : an obnoxious person



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## GREECE, ANCIENT

Between 146 and 27 B.C., the Romans completed their conquest of the Hellenistic world. For a time, Greece prospered. Delos became a center of international commerce. But, in 88 B.C., Mithridates of Pontus destroyed Delos when he tried to drive the Romans from Greece. The Romans defeated him, capturing Athens and burning its shipyards. Roman leaders then fought three civil wars on Greek soil. During these wars, the Greeks lost most of their wealth.

In spite of these setbacks, Greek civilization continued to spread. The Romans adopted Greek culture. Greek traditions lived on not only in Greece, but also in the writings of Roman orators and poets such as Cicero, Horace, and Virgil. Under Roman rule, Greece enjoyed 300 years of unbroken peace. The country slowly recovered its wealth. The Romans rebuilt Corinth and made it the capital of the province.

Christianity began to spread in Greece, especially among the slaves and the poor. In A.D. 330, Constantine the Great moved the capital of the Roman Empire from Rome to the former Greek colony of Byzantium, changing its name to Constantinople. The empire was divided into eastern and western halves in A.D. 395, and Greece became part of the East Roman, or Byzantine, Empire. The Byzantine Empire represented the second great period in Greek history. It lasted for more than 1,000 years and produced a remarkable civilization of its own.

The Byzantines were unable to protect the Greek mainland from fierce tribes from the north. The history of Greece in Byzantine times is one of constant invasion. The Byzantine Empire finally collapsed when the Ottoman Turks captured Constantinople in A.D. 1453.

For the story of Greece after the Roman conquest, see BYZANTINE EMPIRE; GREECE (History); ROMAN EMPIRE; TURKEY (History).

DONALD KAGAN

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BIOGRAPHIES

For a list of Greek writers see the Related Articles at the end of GREEK LITERATURE. See also the following:

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**Outline**

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   - A. Location and Size
   - B. Surface Features
   - C. Natural Resources
   - D. Climate

II. **Life of the People**
   - A. The People
   - B. Language
   - C. Family Life

III. **Work of the People**
   - A. Agriculture
   - B. Manufacturing
   - C. Trade
   - D. Transportation
   - E. Communication

IV. **Activities of the People**
   - A. Education
   - B. Religion
   - C. The Arts
   - D. Philosophy and Science

V. **Government**

VI. **History**

**Questions**

How did ancient Greek education differ from education in the United States and Canada?

Why did the Greeks found so many colonies?

What is considered the greatest single contribution the ancient Greeks made to our civilization?

What was a *city-state?* Why did city-states develop?

Could Socrates read a modern Greek newspaper?

What kinds of gods did the Greeks believe in?

Why was there no national government in ancient Greece?

What do historians consider the world's first serious attempt at representative government?

Why are the Persian Wars considered a great turning point in world history?

What was an *ariston?* A *chiton?* A *trireme?*

**Reading and Study Guide**

See *Greece, Ancient*, in the RESEARCH GUIDE/INDEX, Volume 22, for a *Reading and Study Guide*.

**GREEK CHURCH.** See EASTERN ORTHODOX CHURCHES.

**GREEK CROSS.** See CROSS.

**GREEK FIRE** is a chemical mixture that ignites and burns furiously when it comes in contact with water. It burns even under water. The Byzantine Greeks first used it in a naval battle in A.D. 673. Its composition was a secret, but it probably contained sulfur, resin, oil, pitch, and either calcium phosphide or quicklime. It was changed later to include naphtha, saltpeter, and turpentine. By the 1200's, it may have resembled gunpowder, then unknown.

HAROLD C. KNIGHT, JR.

**GREEK GAMES.** See ISTHMIAN GAMES; NEMEAN GAMES; OLYMPIC GAMES; PYTHIAN GAMES.

**GREEK GODS.** See MYTHOLOGY.



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they founded overseas as Greek lands. These included many towns in Sicily and southern Italy, wealthy cities in what is now Turkey, and scattered trading posts around the Black Sea. Greek colonists made settlements as far away as India, Portugal, and Sudan.

**Surface Features.** Jagged limestone mountains rose on about three-fourths of ancient Greece. Forests covered the mountain slopes. The largest plains lay in Thessaly in the north, in Attica and Boeotia in central Greece, and in Laconia and Messenia in the Peloponnesus, the southern peninsula of Greece. The peaks of submerged mountain chains stood in the sea as islands.

**Natural Resources.** The soil of Greece was more fertile in ancient times than it is today. But even then, only about one-fourth of the land could be cultivated. The rest of the land was rocky and unfit for growing crops. Farmers could use it only for pasture. Most farmers raised goats and sheep. A few had cows, hogs, and horses. The land contained so few natural resources that the Greeks had to depend on commerce and colonies for wealth.

The country's forests were larger in ancient times than they are today. Their trees helped hold water in the soil. Most of the ancient forests were cut down for use as fuel, because Greece has no coal.

The mountains of Greece provided much marble, but only small amounts of mineral ores. The Greeks mined some copper, gold, lead, and silver, but little iron. Gold came from the islands of Siphnos and Thasos. The regions of Laureion and Maronea supplied silver.

Boars, deer, and hares roamed the forests and provided Greek hunters with food and sport. The seas around Greece supplied fine catches of fish.

**Climate.** Ancient Greece usually had a mild, pleasant climate. About 25 inches (64 centimeters) of rain fell every year, most of it in the winter. The people lived almost entirely out of doors in summer. Although winter winds were cold, the Greeks held most public assemblies and entertainments in the open air.

### Life of the People

**The People** of ancient Greece had a mixed European ancestry. No more than 2 million persons ever lived in the country, because there was not enough land to support more than that. As a result, many persons who were born in Greece moved to overseas colonies.

The classes in Greek society varied from one city-state to another. Athens had three classes: (1) citizens, who were the most numerous; (2) slaves; and (3) *metics*, or resident aliens. Sparta also had three classes: (1) citizens; (2) *helots*, or serfs, who were the most numerous; and (3) *perioeci*, or noncitizens.

The Greeks usually limited citizenship to persons whose fathers were citizens. Only citizens took part in the government, and only citizens could own land. Most slaves belonged to individual owners, but several city-states also used slaves in the state mines. A serf could own personal property, but he could not move from the place where he was born (see SERF). Metics and perioeci had no political rights, but they enjoyed personal freedom and were protected by law.

**Language.** The ancient Greeks spoke many different dialects for hundreds of years. After about 330 B.C., a common dialect called *koinē* (pronounced *KOY nay*) developed from the earlier dialect spoken in Athens.

Many invaders marched into ancient Greece. They usually adopted the Greek language and Greek ways, and soon it became hard to tell them from the people they had conquered. Socrates, who lived more than 2,000 years ago, could probably read one of today's Greek newspapers. But he would probably have difficulty, because of the many changes these peoples made in the Greek language. See GREEK LANGUAGE.

**Family Life.** "In Greece," wrote the historian Herodotus, "poverty is always a guest." The people led simple lives. Both farm and city folk began their day at dawn and ended it shortly after sunset.

*Shelter.* In the cities, the Greeks built their simple homes around open courtyards. On one side, the home had a roofed hall called a *pastas*. Smaller rooms opened onto the courtyard from the other sides. The Greeks built their homes of stone or sun-dried brick, covered with stucco. For heat in the winter, they burned charcoal in pans. Narrow alleys ran between the windowless houses. Greek farmers lived in small brick or stone houses. They usually built stone walls around their farmyards, which included sheds for the animals.

*Food.* Most Greeks ate only two meals a day. The midmorning meal, or *ariston*, often consisted only of a dish of beans or peas and a raw onion or a roasted turnip. About sunset, they ate *deipnon*, the main meal. It usually included bread, cheese, figs, olives, and sometimes a bit of fish or meat.

The Greeks had no sugar, but used honey to sweeten their food. They used olive oil as a spread for bread, a cooking grease, and a soap. Most Greeks drank a mixture of wine and water. They considered milk fit only for animals and barbarians.

*Clothing.* The Greeks developed a graceful and beautiful costume. Both men and women wore a *chiton* (pronounced *KY tun*), a tunic that fell either to the knees or to the ankles. A narrow belt drew in the woman's chiton at the waist. Most chitons were made of wool. Only the richest Greeks could afford chitons of cotton or linen. The people wore brown chitons for work, and bleached white ones on formal occasions.

Both men and women also wore *himations* (pronounced *hih MAT ih ahns*), or cloaks, which they draped over their shoulders and arms. A young man sometimes wore a *chlamys* (pronounced *KLAY mis*), or short cape, fastened at the shoulder. A woman might wear a *peplos*, a variation of the chiton. Indoors, the Greeks usually went barefoot. Out of doors, many wore sandals. Most Greeks went bareheaded.

*Recreation.* Every city and town had an outdoor gymnasium where men could exercise or play various kinds of ball games. Children often rolled hoops or played with dolls. Older men sat in the *agora* (marketplace) playing checkers or chatting. Greek women worked almost all the time, and enjoyed little recreation. Hunting was the favorite pastime in farm areas.

### Work of the People

**Agriculture.** Farming was the chief occupation of the ancient Greeks. They harvested barley and wheat in spring, and picked grapes and olives in fall. They also grew apples, figs, and pomegranates. Many farmers raised sheep and goats. The Greeks used horses



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**nest** of vipers
**nest, nide** of pheasants
**pack** of hounds, wolves
**pair** of horses
**pod** of whales, seals
**pride** of lions
**school** of fish
**sedge** or **siege** of cranes
**shoal** of fish, pilchards
**skein** of geese
**skulk** of foxes
**sleuth** of bears
**sounder** of boars, swine
**span** of mules
**spring** of teals
**swarm** of bees
**team** of ducks, horses
**tribe** or **trip** of goats
**troop** of kangaroos, monkeys
**volery** of birds
**watch** of nightingales
**wing** of plovers
**yoke** of oxen

## Young of Animals Have Special Names

The young of many animals, birds and fish have come to be called by special names. A young eel, for example, is an elver. Many young animals, of course, are often referred to simply as infants, babies, younglets, or younglings.

**bunny:** rabbit.
**calf:** cattle, elephant, antelope, rhino, hippo, whale, etc.
**cheeper:** grouse, partridge, quail.
**chick, chicken:** fowl.
**cockerel:** rooster.
**codling, sprag:** codfish.
**colt:** horse (male).
**cub:** lion, bear, shark, fox, etc.
**cygnet:** swan.
**duckling:** duck.
**eaglet:** eagle.
**elver:** eel.
**eyas:** hawk, others.
**fawn:** deer.
**filly:** horse (female).
**fingerling:** fish generally.
**flapper:** wild fowl.
**fledgling:** birds generally.
**foal:** horse, zebra, others.
**fry:** fish generally.
**gosling:** goose.
**heifer:** cow.
**joey:** kangaroo, others.
**kid:** goat.
**kit:** fox, beaver, rabbit, cat.
**kitten, kitty, catling:** cats, other fur-bearers.
**lamb, lambkin, cosset, hog:** sheep.
**leveret:** hare.
**nestling:** birds generally.
**owlet:** owl.
**parr, smolt, grilse:** salmon.
**piglet, shoat, farrow, suckling:** pig.
**polliwog, tadpole:** frog.
**poult:** turkey.
**pullet:** hen.
**pup:** dog, seal, sea lion, fox.
**puss, pussy:** cat.
**spike, blinker, tinker:** mackerel.
**squab:** pigeon.
**squeaker:** pigeon, others.
**whelp:** dog, tiger, beasts of prey.
**yearling:** cattle, sheep, horse, etc.

## Speeds of Animals

Source: Natural History magazine, March 1974.
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| Animal | Mph | Animal | Mph | Animal | Mph |
|---|---|---|---|---|---|
| Cheetah | 70 | Mongolian wild ass | 40 | Human | 27.89 |
| Pronghorn antelope | 61 | Greyhound | 39.35 | Elephant | 25 |
| Wildebeest | 50 | Whippet | 35.50 | Black mamba snake | 20 |
| Lion | 50 | Rabbit (domestic) | 35 | Six-lined race runner | 18 |
| Thomson's gazelle | 50 | Mule deer | 35 | Wild turkey | 15 |
| Quarterhorse | 47.5 | Jackal | 35 | Squirrel | 12 |
| Elk | 45 | Reindeer | 32 | Pig (domestic) | 11 |
| Cape hunting dog | 45 | Giraffe | 32 | Chicken | 9 |
| Coyote | 43 | White-tailed deer | 30 | Spider (Tegenaria atrica) | 1.17 |
| Gray fox | 42 | Wart hog | 30 | Giant tortoise | 0.17 |
| Hyena | 40 | Grizzly bear | 30 | Three-toed sloth | 0.15 |
| Zebra | 40 | Cat (domestic) | 30 | Garden snail | 0.03 |

Most of these measurements are for maximum speeds over approximate quarter-mile distances. Exceptions are the lion and elephant, whose speeds were clocked in the act of charging; the whippet, which was timed over a 200-yard course; the cheetah over a 100-yard distance; man for a 15-yard segment of a 100-yard run (of 13.6 seconds); and the black mamba, six-lined race runner, spider, giant tortoise, three-toed sloth, and garden snail, which were measured over various small distances.

## Gestation, Longevity, and Incubation of Animals

Longevity figures were supplied by Ronald T. Reuther, of the Zoological Society of Philadelphia. They refer to animals in captivity; the potential life span of animals is rarely attained in nature. Maximum longevity figures are from the Biology Data Book, 1972. Figures on gestation and incubation are averages based on estimates by leading authorities.

| Animal | Gestation (day) | Average longevity (years) | Maximum longevity (yrs., mos.) |
|---|---|---|---|
| Ass | 365 | 12 | 35-10 |
| Baboon | 187 | 20 | 35-7 |
| Bear: Black | 219 | 18 | 36-10 |
| Grizzly | 225 | 25 | — |
| Polar | 240 | 20 | 34-8 |
| Beaver | 122 | 5 | 20-6 |
| Buffalo (American) | 278 | 15 | — |
| Bactrian camel | 406 | 12 | 29-5 |
| Cat (domestic) | 63 | 12 | 28 |
| Chimpanzee | 231 | 20 | 44-6 |
| Chipmunk | 31 | 6 | 8 |
| Cow | 284 | 15 | 30 |
| Deer (white-tailed) | 201 | 8 | 17-6 |
| Dog (domestic) | 61 | 12 | 20 |
| Elephant (African) | — | 35 | 60 |
| Elephant (Asian) | 645 | 40 | 70 |
| Elk | 250 | 15 | 26-6 |
| Fox (red) | 52 | 7 | 14 |
| Giraffe | 425 | 10 | 33-7 |
| Goat (domestic) | 151 | 8 | 18 |
| Gorilla | 257 | 20 | 39-4 |
| Guinea pig | 68 | 4 | 7-6 |
| Hippopotamus | 238 | 25 | — |
| Horse | 330 | 20 | 46 |
| Kangaroo | 42 | 7 | — |

| Animal | Gestation (day) | Average longevity (years) | Maximum longevity (yrs., mos.) |
|---|---|---|---|
| Leopard | 98 | 12 | 19-4 |
| Lion | 100 | 15 | 25-1 |
| Monkey (rhesus) | 164 | 15 | — |
| Moose | 240 | 12 | — |
| Mouse (meadow) | 21 | 3 | — |
| Mouse (dom. white) | 19 | 3 | 3-6 |
| Opossum (American) | 14-17 | 1 | — |
| Pig (domestic) | 112 | 10 | 27 |
| Puma | 90 | 12 | 19 |
| Rabbit (domestic) | 37 | 5 | 13 |
| Rhinoceros (black) | 450 | 15 | — |
| Rhinoceros (white) | — | 20 | — |
| Sea lion (California) | 350 | 12 | 28 |
| Sheep (domestic) | 154 | 12 | 20 |
| Squirrel (gray) | 44 | 10 | — |
| Tiger | 105 | 16 | 26-3 |
| Wolf (maned) | 63 | 5 | — |
| Zebra (Grant's) | 365 | 15 | — |

| Incubation time (days) | |
|---|---|
| Chicken | 21 |
| Duck | 30 |
| Goose | 30 |
| Pigeon | 18 |
| Turkey | 28 |

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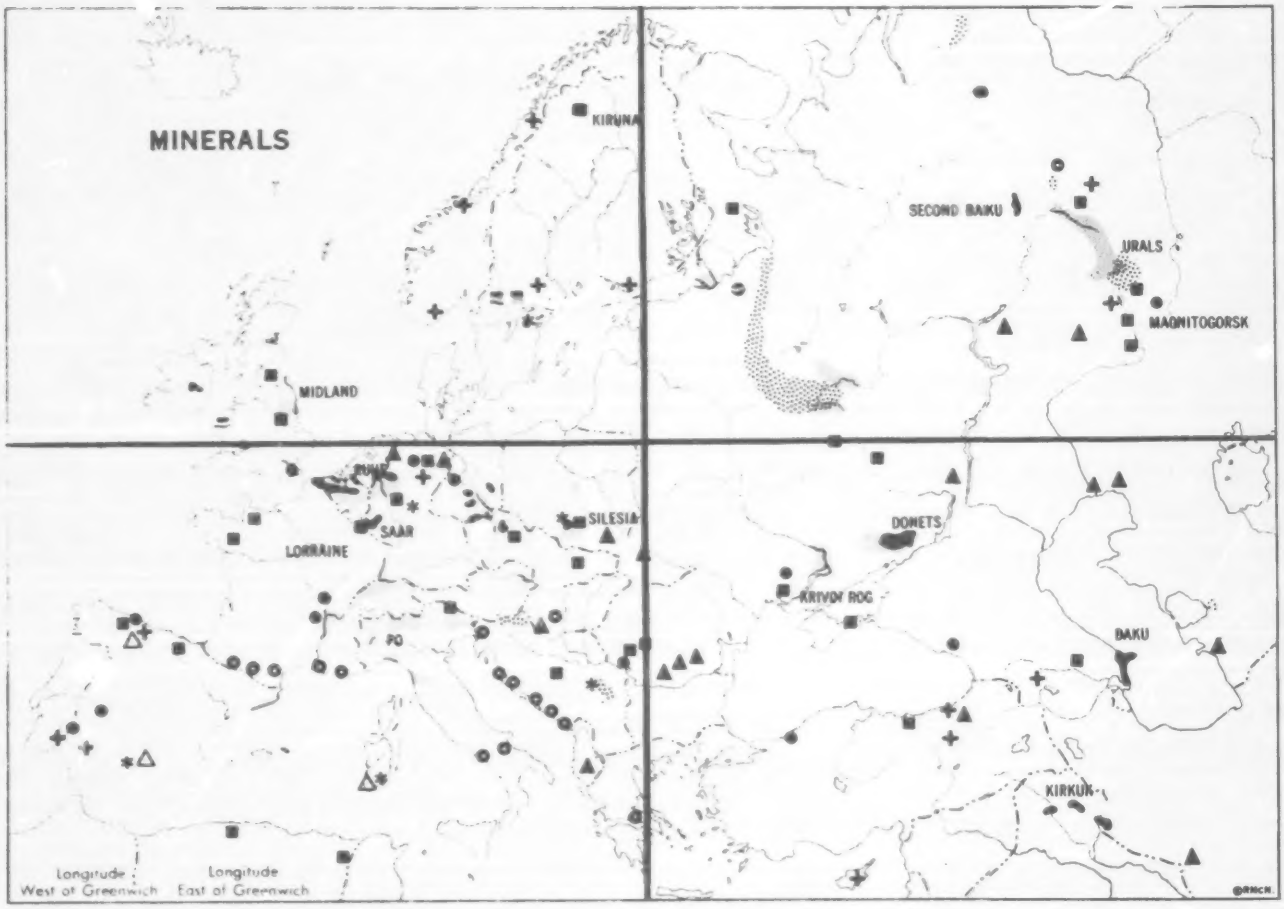
## EUROPE

REGION 1

REGION 2




REGION 3

REGION 4

### MINERALS

- Industrial areas
- Major coal deposits
- Major petroleum deposits
- Lignite deposits
- Minor petroleum deposits
- Minor coal deposits
- Major iron ore
- Minor iron ore
- Lead
- Bauxite
- Zinc
- Copper

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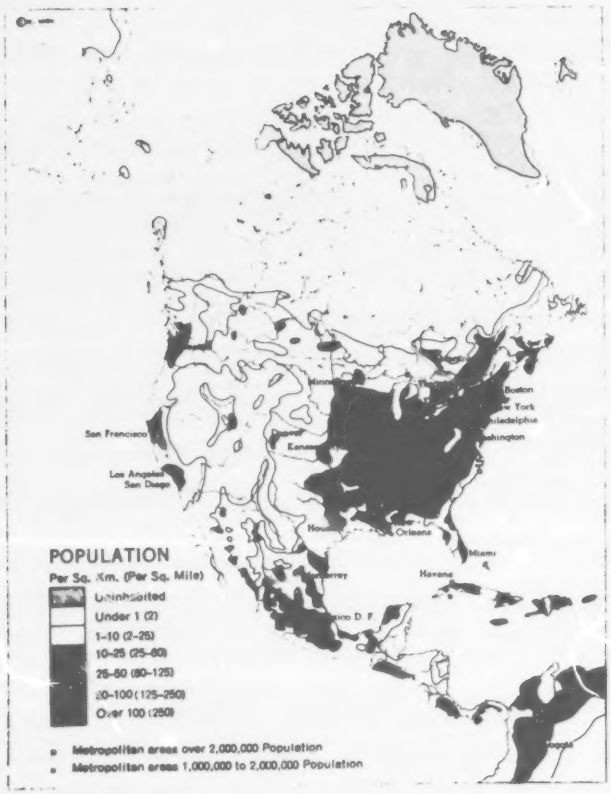


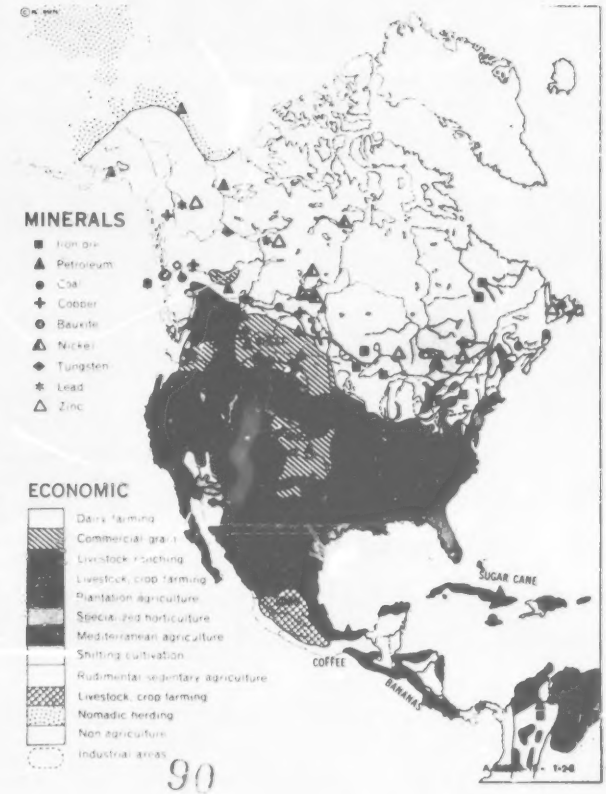


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| Page | Name | Pronunciation | Region | Lat. ° | Long. ° |
|---|---|---|---|---|---|
| 113 | Riverside | (rĭv'ĕr-sĭd) | Ca. (Los Angeles In.) | 33·59 N | 117·21 W |
| 106 | Riverside | | NJ (Philadelphia In.) | 40·02 N | 74·58 W |
| 92 | Rivers Inlet | | Can. | 51·45 S | 127·15 W |
| 202 | Riverstone | | Austl. (Sydney In.) | 33·41 S | 150·52 E |
| 105 | Riverton | | Va. | 39·00 N | 78·15 W |
| 111 | Riverton | | Wy. | 43·02 N | 108·24 W |
| 160 | Rivesaltes | (rēv'zält') | Fr. | 42·48 N | 2·48 E |
| 121 | Riviera Beach | (rĭv-ĭ-ĕr'ä bēch) | Fl. (In.) | 26·46 N | 80·04 W |
| 106 | Riviera Beach | | Md. (Baltimore In.) | 39·10 N | 76·32 W |
| 89 | Rivie're Beaudette | (bō-dĕt') | Can. (Montreal In.) | 45·14 N | 74·20 W |
| 98 | Rivière-du-Loup | (rē-vyâr' dü lōō') | Can. | 47·50 N | 69·32 W |
| 89 | Rivière Que Barre | (rēv-yĕr' kē-bär) | Can. (Edmonton In.) | 53·47 N | 113·51 W |
| 98 | Rivière-Trois-Pistoles | (trwa'pēs-tôl') | Can. | 48·07 N | 69·10 W |
| 186 | Riyadh (Ar Riyāḑ) | | Sau. Ar. | 24·31 N | 46·47 E |
| 171 | Rize | (rē'zĕ) | Tur. | 41·00 N | 40·30 E |
| 165 | Rizzuto, C. | (rēt-sōō'tō) | It. | 38·53 N | 17·05 E |
| 156 | Rjukan | (ryōō'kän) | Nor. | 59·53 N | 8·30 E |
| 160 | Roanne | (rō-ăn') | Fr. | 46·02 N | 4·04 E |
| 120 | Roanoke | (rō'ă-nōk) | Al. | 33·08 N | 85·21 W |
| 121 | Roanoke | | Va. | 37·16 N | 79·55 W |
| 121 | Roanoke (R.) | | NC-Va. | 36·17 N | 77·22 W |
| 121 | Roanoke (Staunton) (R.) | | Va. | 37·05 N | 79·20 W |
| 121 | Roanoke Rapids | | NC | 36·25 N | 77·40 W |
| 121 | Roanoke Rapids, L. | | NC | 36·28 N | 77·37 W |
| 115 | Roan Plat. | (rōn) | Co. | 39·25 N | 108·50 W |
| 126 | Roatan | (rō-ä-tän') | Hond. | 16·18 N | 86·33 W |
| 126 | Roatan I. | | Hond. | 16·19 N | 86·46 W |
| 212 | Robbeneiland (I.) | | S. Afr. (In.) | 33·48 S | 18·22 E |
| 107 | Robbins | (rŏb'lnz) | Il. (Chicago In.) | 41·39 N | 87·42 W |
| 113 | Robbinsdale | (rŏb'lnz-dāl) | Mn. (Minneapolis, St. Paul In.) | 45·03 N | 93·22 W |
| 112 | Robe | (rōb) | Wa. (Seattle In.) | 48·06 N | 121·50 W |
| 205 | Roberts, Mt. | (rŏb'ĕrts) | Austl. | 32·05 S | 152·30 E |
| 110 | Roberts, Pt. | (rŏb'ĕrts) | Wa. (Vancouver In.) | 48·58 N | 123·05 W |
| 99 | Robertson, Lac (L.) | | Can. | 51·00 N | 59·10 W |
| 214 | Robertsport | (rŏb'ĕrts-pōrt) | Lib. | 6·45 N | 11·22 W |
| 91 | Roberval | (rŏb'ĕr-văl) (rō-bĕr-väl') | Can. | 48·32 N | 72·15 W |
| 104 | Robinson | (rŏb'ĭn-sŭn) | Il. | 39·00 N | 87·45 W |
| 99 | Robinson's | | Can. | 48·16 N | 58·50 W |
| 203 | Robinvale | (rŏb-ĭn'văl) | Austl. | 34·45 S | 142·45 E |
| 95 | Roblin | | Can. | 51·15 N | 101·25 W |
| 93 | Robson, Mt. | (rŏb'sŭn) | Can. | 53·07 N | 119·09 W |
| 119 | Robstown | (rŏbz'toun) | Tx. | 27·46 N | 97·41 W |
| 163 | Roca, Cabo da (C.) | (kä'bŏ-dä-rō'kä) | Port. (Lisbon In.) | 38·47 N | 9·30 W |
| 212 | Roçadas | (rō-kä'dăs) | Ang. | 16·50 S | 15·05 E |
| 135 | Rocas, Atol das (Atoll) | (ä-tôl-dăs-rō'käs) | Braz. | 3·50 S | 33·46 W |
| 133 | Rocedos São Pedro E São Paulo (I.) | (rō-zĕ'dōs-soun-pĕ'drō-ĕ-soun-pāōō-lō) | Braz. | 1·50 N | 30·00 W |
| 136 | Rocha | (rō'chäs) | Ur. | 34·26 S | 54·14 W |
| 148 | Rochdale | (rŏch'dāl) | Eng. | 53·37 N | 2·09 W |
| 129 | Roche à Bateau | (rŏsh ä bä-tō') | Hai. | 18·10 N | 74·00 W |
| 160 | Rochefort | (rŏsh-fôr') | Fr. | 45·55 N | 0·57 W |
| 109 | Rochelle | (rō-shĕl') | Il. | 41·53 N | 89·06 W |
| 104 | Rochester | (rŏch'ĕs-tĕr) | In. | 41·05 N | 86·20 W |
| 107 | Rochester | | Mi. (Detroit In.) | 42·41 N | 83·09 W |
| 109 | Rochester | | Mn. | 44·01 N | 92·30 W |
| 105 | Rochester | | NH | 43·20 N | 71·00 W |
| 105 | Rochester | | NY | 43·15 N | 77·35 W |
| 107 | Rochester | | Pa. (Pittsburgh In.) | 40·42 N | 80·16 W |
| 109 | Rock (R.) | | Il. | 41·40 N | 89·52 W |
| 108 | Rock (R.) | | Ia. | 43·17 N | 96·13 W |
| 112 | Rock (R.) | | Or. (Portland In.) | 45·34 N | 122·52 W |
| 112 | Rock (R.) | | Or. (Portland In.) | 45·52 N | 123·14 W |
| 106 | Rockaway | (rŏck'ä-wā) | NJ (New York In.) | 40·54 N | 74·30 W |
| 202 | Rockbank | | Austl. (Melbourne In.) | 37·44 S | 144·40 E |
| 89 | Rockcliffe Park | (rok'klĭf pärk) | Can. (Ottawa In.) | 45·27 N | 75·40 W |
| 94 | Rock Cr. | (rŏk) | Can. | 49·01 N | 107·00 W |
| 107 | Rock Cr. | | Il. (Chicago In.) | 41·16 N | 87·54 W |
| 111 | Rock Cr. | | Mt. | 46·25 N | 113·40 W |
| 110 | Rock Cr. | | Or. | 45·30 N | 120·06 W |
| 110 | Rock Cr. | | Wa. | 47·09 N | 117·50 W |
| 106 | Rockdale | | Md. (Baltimore In.) | 39·22 N | 76·49 W |
| 119 | Rockdale | (rŏk'dāl) | Tx. | 30·39 N | 97·00 W |
| 109 | Rock Falls | (rŏk fôls) | Il. | 41·45 N | 89·42 W |
| 109 | Rockford | (rŏk'fĕrd) | Il. | 42·16 N | 89·07 W |
| 205 | Rockhampton | (rŏk-hămp'tăn) | Austl. | 23·26 S | 150·29 E |
| 121 | Rockhill | (rŏk'hĭl) | SC | 34·55 N | 81·01 W |
| 121 | Rockingham | (rŏk'ĭng-hăm) | NC | 34·54 N | 79·45 W |
| 148 | Rockingham For. | (rok'ĭng-hăm) | Eng. | 52·29 N | 0·43 W |
| 109 | Rock Island | | Il. | 41·31 N | 90·37 W |
| 110 | Rock Island Dam (I land) | | Wa. | 47·17 N | 120·33 W |
| 89 | Rockland | (rŏk'lănd) | Can. (Ottawa In.) | 45·33 N | 75·17 W |
| 98 | Rockland | | Me. | 44·06 N | 69·09 W |
| 99 | Rockland | | Ma. (In.) | 42·07 N | 70·55 W |
| 203 | Rockland Res. | | Austl. | 36·55 S | 142·20 E |
| 120 | Rockmart | (rŏk'märt) | Ga. | 33·58 N | 85·00 W |
| 113 | Rockmont | (rŏk'mŏnt) | Wi. (Duluth In.) | 46·34 N | 91·54 W |
| 104 | Rockport | (rŏk'pōrt) | In. | 38·20 N | 87·00 W |
| 99 | Rockport | | Ma. (In.) | 42·39 N | 70·37 W |
| 117 | Rockport | | Mo. | 40·25 N | 95·30 W |
| 119 | Rockport | | Tx. | 28·03 N | 97·03 W |
| 108 | Rock Rapids | (răp'ĭdz) | Ia. | 43·26 N | 96·10 W |
| 129 | Rock Sd. | | Ba. | 24·50 N | 76·05 W |
| 118 | Rocksprings | (rŏk springs) | Tx. | 30·02 N | 100·12 W |
| 111 | Rock Springs | | Wy. | 41·35 N | 109·13 W |
| 135 | Rockstone | (rŏk'stōn) | Guy. | 5·55 N | 57·27 W |
| 108 | Rock Valley | (văl'ĭ) | Ia. | 43·13 N | 96·17 W |
| 104 | Rockville | (rŏk'vĭl) | In. | 39·45 N | 87·15 W |
| 106 | Rockville | | Md. (Baltimore In.) | 39·05 N | 77·11 W |
| 106 | Rockville Centre | (sĕn'tĕr) | NY (New York In.) | 40·39 N | 73·39 W |
| 117 | Rockwall | (rŏk'wôl) | Tx. | 32·55 N | 96·23 W |
| 109 | Rockwell City | (rŏk'wĕl) | Ia. | 42·22 N | 94·37 W |
| 89 | Rockwood | (rŏk-wōōd) | Can. (Toronto In.) | 43·37 N | 80·08 W |
| 98 | Rockwood | | Me. | 45·39 N | 69·45 W |
| 120 | Rockwood | | Tn. | 35·51 N | 84·41 W |
| 111 | Rocky Boys Ind. Res. | | Mt. | 48·08 N | 109·34 W |
| 116 | Rocky Ford | | Co. | 38·02 N | 103·43 W |
| 106 | Rocky Hill (hĭl) | | NJ (New York In.) | 40·24 N | 74·38 W |
| 96 | Rocky Island L. | | Can. | 46·56 N | 83·04 W |
| 121 | Rocky Mount | | NC | 35·55 N | 77·47 W |
| 93 | Rocky Mountain House | | Can. | 52·22 N | 114·55 W |
| 116 | Rocky Mountain Natl. Park | | Co. | 40·29 N | 106·06 W |
| 75 | Rocky Mts. | | N. A. | 50·00 N | 114·00 W |
| 107 | Rocky River | | Oh. (Cleveland In.) | 41·29 N | 81·51 W |
| 107 | Rocky R., East Br. | | Oh. (Cleveland In.) | 41·13 N | 81·43 W |
| 107 | Rocky R., West Br. | | Oh. (Cleveland In.) | 41·17 N | 81·54 W |
| 129 | Rodas | (rō'dhäs) | Cuba | 22·20 N | 80·35 W |
| 148 | Roden (R.) | (rō'dĕn) | Eng. | 52·49 N | 2·38 W |
| 112 | Rodeo | (rō'dĕō) | Ca. (San Francisco In.) | 38·02 N | 122·16 W |
| 118 | Rodeo | (rō-dā'ō) | Mex. | 25·12 N | 104·34 W |
| 92 | Roderick I. | (rŏd'ĕr-ĭk) | Can. | 52·40 N | 128·22 W |
| 160 | Rodez | (rō-dĕz') | Fr. | 44·22 N | 2·34 E |
| 153 | Ródhos | | Grc. | 36·24 N | 28·15 E |
| 153 | Ródhos (I.) | | Grc. | 36·00 N | 28·29 E |
| 159 | Rodnei, Muntii (Mts.) | (rŏd'nĕ-ē) | Rom. | 47·41 N | 24·05 E |
| 166 | Rodniki | (rŏd'nĕ-kē) | Sov. Un. | 57·08 N | 41·48 E |
| 165 | Rodonit, Kep I (C.) | | Alb. | 41·38 N | 19·01 E |
| | Rodosto, see Tekirdağ | | | | |
| 106 | Roebling | (rŏb'lĭng) | NJ (Philadelphia In.) | 40·07 N | 74·48 W |
| 204 | Roebourne | (rō'bŭrn) | Austl. | 20·50 S | 117·15 E |
| 204 | Roebuck, B. | (rō'bŭck) | Austl. | 18·15 S | 121·10 E |
| 218 | Roedtan | | S. Afr. (Johannesburg & Pretoria In.) | 24·37 S | 29·08 E |
| 155 | Roermond | (rōōr'mŏnt) | Neth. | 51·11 N | 6·00 E |
| 155 | Roeselare | | Bel. | 50·55 N | 3·05 E |
| 112 | Roesiger (L.) | (rōz'ĭ-gĕr) | Wa. (Seattle In.) | 47·59 N | 121·56 W |
| 91 | Roes Welcome Sd. | (rōz) | Can. | 64·10 N | 87·23 W |
| 166 | Rogachëv | (rŏg'ä-chyŏf) | Sov. Un. | 53·07 N | 30·04 E |
| 165 | Rogatica | (rō-ga'tē-tsä) | Yugo. | 43·46 N | 19·00 E |
| 159 | Rogatin | (rō-ga'tĭn) | Sov. Un. | 49·22 N | 24·37 E |
| 117 | Rogers | (rŏj-ĕrz) | Ar. | 36·19 N | 94·07 W |
| 104 | Rogers City | | Mi. | 45·30 N | 83·50 W |
| 120 | Rogersville | | Tn. | 36·21 N | 83·00 W |
| 160 | Rognac | (rôn-yäk') | Fr. (In.) | 43·29 N | 5·15 E |
| 134 | Rogoaguado (L.) | (rō'gō-ä-gwä-dō) | Bol. | 12·42 S | 66·46 W |
| 167 | Rogovskaya | (rō-gôf'skä-yä) | Sov. Un. | 45·43 N | 38·42 E |
| 158 | Rogózno | (rō'gôzh-nō) | Pol. | 52·44 N | 16·53 E |
| 110 | Rogue R. | (rōg) | Or. | 42·32 N | 124·13 W |
| 156 | Roikenviken | (rūĕ'kĕn-vĕk-ĕn) | Nor. | 60·27 N | 10·26 E |
| 137 | Rojas | (rō'häs) | Arg. (Buenos Aires In.) | 34·11 S | 60·42 W |
| 125 | Rojo, Cabo (C.) | (rō'hō) | Mex. | 21·35 N | 97·16 W |
| 123 | Rojo, Cabo (C.) | (rō'hō) | P. R. (Puerto Rico In.) | 17·55 N | 67·14 W |
| 214 | Rokel (R.) | | S. L. | 9·00 N | 11·55 W |
| 195 | Rokko-zan | (Mtn.) (rōk'kō zän) | Jap. (Osaka In.) | 34·46 N | 135·16 E |
| 158 | Rokycany | (rō'kĭ'tsä-nĭ) | Czech. | 49·44 N | 13·37 E |
| 134 | Roldanillo | (rōl-dä-nē'l-yō) | Col. (In.) | 4·24 N | 76·09 W |
| 117 | Rolla | | Mo. | 37·56 N | 91·45 W |
| 108 | Rolla | | ND | 48·52 N | 99·32 W |
| 156 | Rollag | (rōō'lagh) | Nor. | 59·55 N | 8·48 E |
| 129 | Rolleville | | Ba. | 23·40 N | 76·00 W |
| 203 | Roma | (rō'mä) | Austl. | 26·30 S | 148·48 E |
| 213 | Roma | | Leso. (Natal In.) | 29·28 S | 27·43 E |
| 163 | Roma (Rome) | (rō'mä) (rōm) | It. (Rome In.) | 41·52 N | 12·37 E |
| 99 | Romaine (R.) | (rō-mĕn') | Can. | 51·22 N | 63·23 W |
| 159 | Roman | (rō'män) | Rom. | 46·56 N | 26·57 E |
| 146 | Romania | (rō-mā'nē-ä) | Eur. | 46·18 N | 22·53 E |
| 121 | Romano, C. | (rō-mā'nō) | Fl. (In.) | 25·48 N | 82·00 W |
| 128 | Romano, Cayo (I.) | (kä'yō-rō-mä'nō) | Cuba | 22·15 N | 78·00 W |
| 174 | Romanovo | (rō-mä'nō-vō) | Sov. Un. (Urals In.) | 59·09 N | 61·24 E |
| 160 | Romans-sur-Isère | (rō-mäN'-sür-ē-sĕr') | Fr. | 45·04 N | 4·49 E |
| 197 | Romblon | (rōm-blōn') | Phil. (In.) | 12·34 N | 122·16 E |
| 197 | Romblon (I.) | | Phil. (In.) | 12·33 N | 122·17 E |
| 120 | Rome | (rōm) | Ga. | 34·14 N | 85·10 W |
| 105 | Rome | | NY | 43·15 N | 75·25 W |
| | Rome, see Roma | | | | |
| 104 | Romeo | (rō'mē-ō) | Mi. | 42·50 N | 83·00 W |
| 148 | Romford | (rŭm'fĕrd) | Eng. (London In.) | 51·35 N | 0·11 E |
| 160 | Romilly-sur-Seine | (rō-mē-yē'sür-sän') | Fr. | 48·32 N | 3·41 E |
| 124 | Romita | (rō-mē'tä) | Mex. | 20·53 N | 101·32 W |
| 167 | Romny | (rōm'nĭ) | Sov. Un. | 50·46 N | 33·31 E |
| 156 | Rømø (I.) | (rŭm'ŭ) | Den. | 55·08 N | 8·17 E |
| 113 | Romoland | (rō'mō'lănd) | Ca. (Los Angeles In.) | 33·44 N | 117·11 W |
| 160 | Romorantin | (rō-mō-răN-tăN') | Fr. | 47·24 N | 1·46 E |
| 183 | Rompin | | Mala. (Singapore In.) | 2·42 N | 102·30 E |
| 183 | Rompin (R.) | | Mala. (Singapore In.) | 2·54 N | 103·10 E |
| 107 | Romulus | (rom'ŭ lŭs) | Mi. (Detroit In.) | 42·14 N | 83·24 W |
| 154 | Ronaldsay, North (I.) | | Scot. | 59·21 N | 2·23 W |
| 154 | Ronaldsay, South (I.) | (rŏn'ăld-s'ä) | Scot. | 59·48 N | 2·55 W |
| 111 | Ronan | (rō'năn) | Mt. | 47·28 N | 114·03 W |
| 135 | Roncador, Serra do (Mts.) | (sĕr'rä dŏō rŏn-kä-dōr') | Braz. | 12·44 S | 52·19 W |
| 162 | Roncesvalles | (rŏn-sĕs-vä'l-yĕs) | Sp. | 43·00 N | 1·17 W |
| 104 | Ronceverte | (rŏn'sĕ-vûrt) | WV | 37·45 N | 80·30 W |
| 162 | Ronda | (rŏn'dä) | Sp. | 37·45 N | 5·10 W |
| 134 | Rondônia (Ter.) | | Braz. | 10·15 S | 63·07 W |
| 94 | Ronge, Lac la (L.) | (rŏnzh) | Can. | 55·10 N | 105·00 W |
| 156 | Rønne | (rŭn'ĕ) | Den. | 55·08 N | 14·46 E |
| 156 | Ronneby | (rŏn'ĕ-bü) | Swe. | 56·13 N | 15·17 E |
| 220 | Ronne Ice Shelf | | Ant. | 77·30 S | 38·00 W |
| 116 | Ront Ra. (Mts.) | (rŏnt) | Co. | 40·59 N | 105·29 W |
| 213 | Roodepoort | (rō'dĕ-pōrt) | S. Afr. (Johannesburg & Pretoria In.) | 26·10 S | 27·52 E |
| 117 | Roodhouse | (rōōd'hous) | Il. | 39·29 N | 90·21 W |
| 218 | Rooiberg | | S. Afr. (Johannesburg & Pretoria In.) | 24·46 S | 27·42 E |
| 149 | Roosendaal | (rō'zĕn-dāl) | Neth. (Amsterdam In.) | 51·32 N | 4·27 E |
| 115 | Roosevelt | (rōz'vĕlt) | Ut. | 40·20 N | 110·00 W |
| 115 | Roosevelt (R.) | | Az. | 33·45 N | 111·00 W |
| 135 | Roosevelt (R.) | (rō'sĕ-vĕlt) | Braz. | 9·22 S | 60·28 W |
| 220 | Roosevelt I. | | Ant. | 79·30 S | 168·00 W |
| 107 | Root R. | | Wi. (Milwaukee In.) | 42·49 N | 87·54 W |
| 204 | Roper (R.) | (rōp'ĕr) | Austl. | 14·50 S | 134·00 E |
| 174 | Ropsha | (rŏp'shä) | Sov. Un. (Leningrad In.) | 59·44 N | 29·53 E |
| 160 | Roquefort | | Fr. | 43·59 N | 3·00 E |
| 134 | Roques, Islas los (Is.) | | Ven. | 21·25 N | 67·40 W |
| 137 | Roque Pérez | (rō'kĕ-pĕ'rĕz) | Arg. (Buenos Aires In.) | 35·23 S | 59·22 W |
| 163 | Roquetas | (rō-kā'täs) | Sp. | 40·50 N | 0·32 E |
| 134 | Roraima (Ter.) | (rō'rī'ē-mä) | Braz. | 2·00 N | 62·15 W |
| 135 | Roraima, Mtn. | (rō-rä-ē'mä) | Ven.-Guy. | 5·12 N | 60·52 W |
| 156 | Røros | (rûr'ŏs) | Nor. | 62·36 N | 11·25 E |
| 158 | Rorschach | (rōr'shäk) | Switz. | 47·27 N | 9·28 E |
| 167 | Ros' (R.) | (rŏs) | Sov. Un. | 49·40 N | 30·22 E |
| 158 | Rosa, Monte (Mt.) | (mŏn'tā rō'zä) | It. | 45·56 N | 7·51 E |
| 118 | Rosales | (rō-zä'lās) | Mex. | 28·15 N | 100·43 W |
| 197 | Rosales | (rō-sä'lĕs) | Phil. (In.) | 15·54 N | 120·38 E |
| 124 | Rosamorada | (rō'zä-mō-rä'dhä) | Mex. | 22·06 N | 105·16 W |
| 125 | Rosaria, Laguna (L.) | (lä-gō'nä-rō-sä'ryä) | Mex. | 17·50 N | 93·51 W |
| 137 | Rosario | (rō-zä'rē-ō) | Arg. (Buenos Aires In.) | 32·58 S | 60·42 W |
| 135 | Rosario | (rō-zä'rē-ōō) | Braz. | 2·49 S | 44·15 W |
| 124 | Rosario | | Mex. | 22·58 N | 105·54 W |
| 118 | Rosario | | Mex. | 26·31 N | 105·40 W |
| 197 | Rosario | | Phil. (In.) | 13·49 N | 121·13 W |
| 137 | Rosario | | Ur. (Buenos Aires In.) | 34·19 S | 57·24 E |
| 128 | Rosario, Cayo (I.) | (kä'yō-rō-sä'ryō) | Cuba | 21·40 N | 81·55 W |
| 136 | Rosário do Sul | (rō-zä'rē-ōō-dō-sōō'l) | Braz. | 30·17 S | 54·52 W |
| 135 | Rosário Oeste | (ō'ĕst'ĕ) | Braz. | 14·47 S | 56·20 W |
| 112 | Rosario Str. | | Wa. (Seattle In.) | 48·27 N | 122·45 W |
| 163 | Rosas, Golfo de (G.) | (gōl-fō-dĕ-rō'zäs) | Sp. | 42·10 N | 3·20 E |
| 161 | Rosbach | (rōs'bäK) | F.R.G. (Ruhr In.) | 50·47 N | 7·38 E |
| 118 | Roscoe | (rōs'kō) | Tx. | 32·26 N | 100·38 W |
| 108 | Roseau | (rō-zō') | Mn. | 48·52 N | 95·47 W |

ăt; fīnāl; rāte; senāte; ârm; ăsk; sofā; fâre; ch-choose; dh-as th in other; bē; ĕvent; bĕt; recĕnt; cratĕr; g-go; gh-guttural g; bĭt; ĭ-short neutral; rīde; κ-guttural k as ch in German ich;

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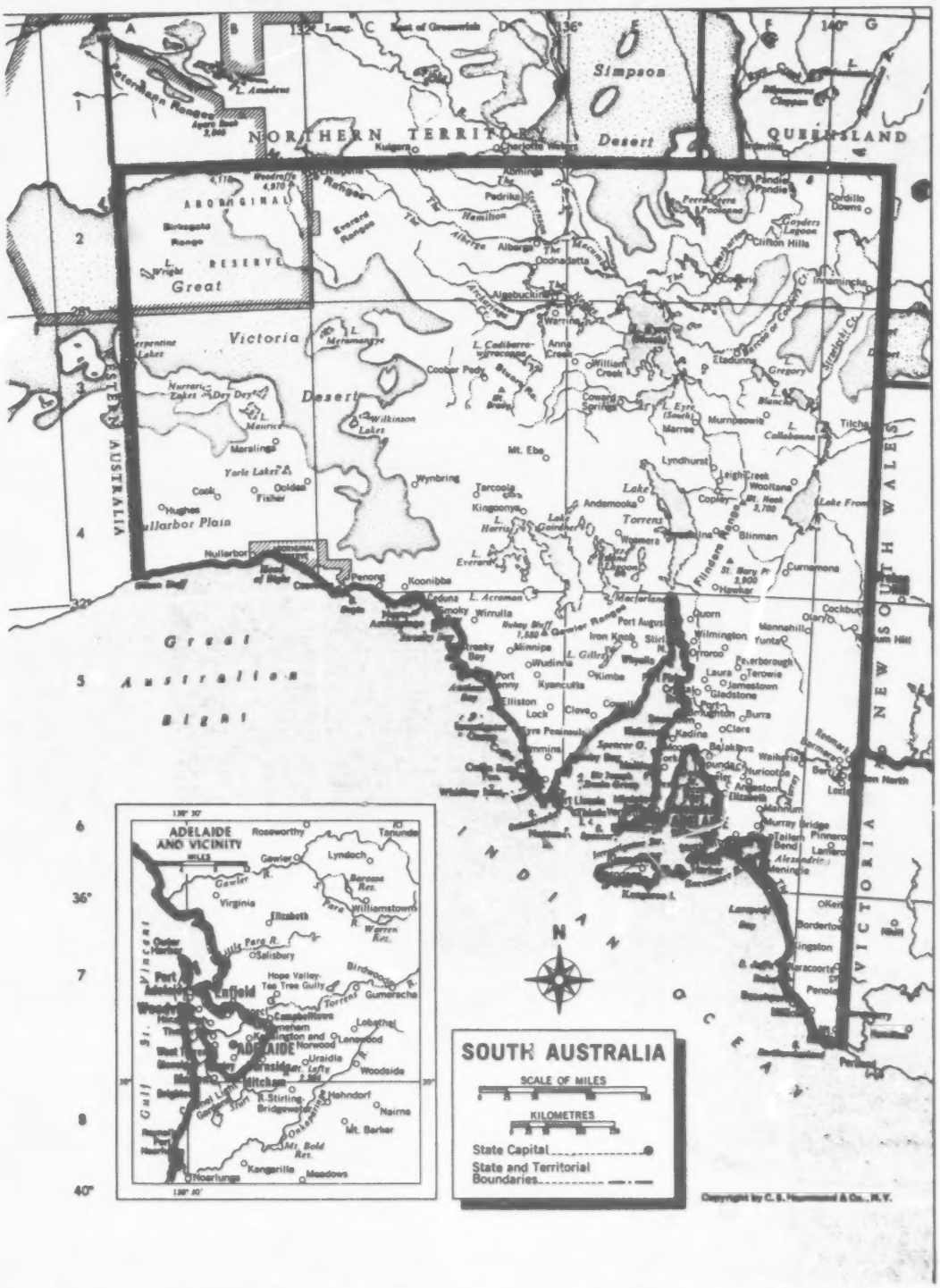
## SOUTH AUSTRALIA

CITIES and TOWNS


Adelaide (cap.) ‡727.916 B 6
Angaston 1.887 F 6
Balaklava 1.199 F 6
Barmera 1.484 G 6
Beachport @1.903 F 7
Berri 2.232 G 6
Bordertown 1.758 G 7
Brighton 22.620 A 8
Burnside 38.758 B 8
Burra 1.342 F 5
Campbelltown 32.083 B 7
Ceduna 1.406 D 5
Clare 1.579 F 5
Cleve @2.817 E 5
Colonel Light Gardens 3.404 A 8
Coober Pedy D 3
Crystal Brook 1.235 E 5
Elizabeth 32.949 B 7
Elliston @1.424 D 5
Enfield 80.261 B 7
Gawler 6.645 B 6
Gladstone 1.035 F 5
Glenelg 14.762 A 8
Gumeracha @2.654 C 7
Hindmarsh 11.352 A 7
Hope Valley-Tea Tree Gully @21.314 B 7
Jamestown 1.282 F 5
Kadina 3.022 F 5
Kapunda 1.119 F 6
Keith 1.097 G 7
Kensington and Norwood 11.928 B 8
Kimba @1.703 E 5
Kingscote 1.071 E 6
Kingston 1.065 G 7
Lameroo @1.947 G 6
Leigh Creek 1.014 F 4
Lobethal 1.098 C 7
Loxton 2.418 G 6
Maitland 1.017 E 6
Mannum 2.034 F 6
Maralinga and Woomera 4.745 B 3
Marion 66.950 A 8
Meadows @2.824 B 8
Meningie @4.104 F 6
Millicent 4.533 F 7
Minlaton @2.504 E 6
Mitcham 49.470 B 3
Moonta 1.122 E 5
Mount Barker 1.934 C 8
Mount Gambier 17.251 G 7
Murray Bridge 5.957 F 6
Nangwarry 977 G 7
Naracoorte 4.378 G 7
Nuriootpa 2.041 F 6
Orroroo @1.228 F 5
Payneham 16.844 B 7
Penola 1.383 G 7
Peterborough 3.117 F 5
Pinnaroo @1.717 G 6
Port Adelaide 39.823 A 7



NORTHERN TERRITORY
QUEENSLAND
NEW SOUTH WALES
VICTORIA
WESTERN AUSTRALIA
Great Victoria Desert
Great Australian Bight
INDIAN OCEAN
Simpson Desert
ABORIGINAL RESERVE
Great
Nullarbor Plain
Eyre Peninsula
Flinders Ranges
Lake Eyre (South)
Lake Torrens
Lake Gairdner
Lake Frome
Lake Callabonna
Lake Gregory
Lake Blanche
Lake Cadibarrawirracanna
Lake Macfarlane
Lake Hart
Lake Gilles
Lake Acraman
Lake Harris
Lake Everard
Lake Wilkinson
Lake Maurice
Lake Yorke
Lake Fisher
Lake Cook
Lake Goldsworthy
Lake Hope
Lake Frome
Spencer G.
St. Vincent G.
Gulf St. Vincent
Investigator Str.
Backstairs Passage
Kangaroo I.
Althorpe I.
Pearson I.
Dudley Pen.
Yorke Pen.
Fowlers Bay
Streaky Bay
Port Lincoln
Ceduna
Penong
Koonibba
Nullarbor
Eucla
Wynbring
Tarcoola
Kingoonya
Andamooka
Coober Pedy
Oodnadatta
Marree
Lyndhurst
Leigh Creek
Copley
Wooltana
Curnamona
Hawker
Blinman
Wirrealpa
Arkaroola
Mt. Ebo
Mt. Hopeless
Mt. Serle
Mt. Gason
Mt. Dare
Mt. Freeling
Mt. Margaret
Mt. Finke
Mt. Chandler
Mt. Willoughby
Mt. Wedge
Mt. Brady
Mt. Barry
Mt. Hay
Mt. Lyndhurst
Mt. Sarah
Mt. Clarence
Mt. Hamilton
Mt. Albert
Mt. Dutton
Mt. Eba
Mt. Ive
Mt. Arden
Mt. Ive
Mt. Ive
Mt. Ive

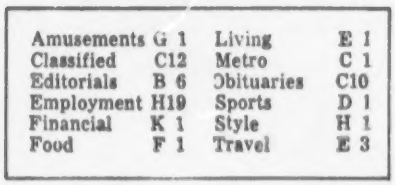
ROCKVILLE/GAITHERSBURG—
ole Country Farmhouse. 3-4 br,
1 ba. $375.

ROCKVILLE—Split level. 3 BR, 2
ths. $475 mo. . K &
K REALTORS

ROCKVILLE—3 bedrm., 2 bath,
dth. rm., fam. rm., basmt. Close
to public transp. $425 mo. Lease.
Avail. immed.

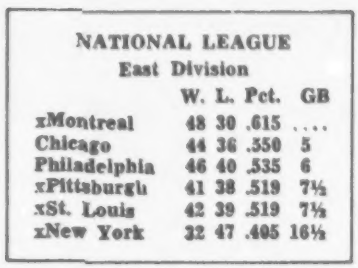
ROCKVILLE/SHADY GROVE—
Cont. 5-BR, 3-ba. split-level rambl.
Fam. rm. w/fireol., fin. rec. rm. w
Bar, 2-car garage, T-S kit., car-
pet, drapes, ige cul-de-sac lot w/
priv. & view. Nr. 270 & shop. Ideal
for 2-3 working adults. $590.
David.

Sample A



| | | | |
|---|---|---|---|
| Amusements | G 1 | Living | E 1 |
| Classified | C12 | Metro | C 1 |
| Editorials | B 6 | Obituaries | C10 |
| Employment | H19 | Sports | D 1 |
| Financial | K 1 | Style | H 1 |
| Food | F 1 | Travel | E 3 |

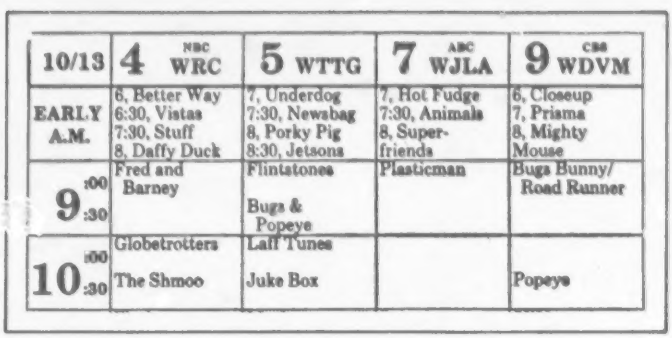
Sample B



**NATIONAL LEAGUE**
**East Division**

| | W. | L. | Pct. | GB |
|---|---|---|---|---|
| xMontreal | 48 | 30 | .615 | .... |
| Chicago | 44 | 36 | .550 | 5 |
| Philadelphia | 46 | 40 | .535 | 6 |
| xPittsburgh | 41 | 38 | .519 | 7½ |
| xSt. Louis | 42 | 39 | .519 | 7½ |
| xNew York | 32 | 47 | .405 | 16½ |

Sample C



| 10/13 | 4 NBC WRC | 5 WTTG | 7 ABC WJLA | 9 CBS WDVM |
|---|---|---|---|---|
| EARLY A.M. | 6, Better Way<br>6:30, Vistas<br>7:30, Stuff<br>8, Daffy Duck | 7, Underdog<br>7:30, Newsbag<br>8, Porky Pig<br>8:30, Jetsons | 7, Hot Fudge<br>7:30, Animals<br>8, Super-friends | 6, Closeup<br>7, Prisma<br>8, Mighty Mouse |
| 9 :00 :30 | Fred and Barney | Flintstones<br>Bugs & Popeye | Plasticman | Bugs Bunny/ Road Runner |
| 10 :00 :30 | Globetrotters<br>The Shmoo | Laff Tunes<br>Juke Box | | Popeye |

Sample D

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**Abbreviations of Magazines Indexed**

Am Girl - AMERICAN GIRL
Ariz Highw - ARIZONA HIGHWAYS
Art & Man - ART & MAN
Arts & Act - ARTS AND ACTIVITIES
Badger Hist - BADGER HISTORY
Beaver - THE BEAVER
Boys' Life - BOYS' LIFE
Canadian Ch M - CANADIAN CHILDREN'S MAGAZINE
Child D - CHILDREN'S DIGEST
Child Life - CHILD LIFE
CHILDREN'S PLAYMATE: See Playmate
Co-ed - CO-ED
Cricket - CRICKET
Curious Nat - CURIOUS NATURALIST
Current Ev - CURRENT EVENTS
Current H-l - CURRENT HEALTH 1
Current Sci - CURRENT SCIENCE
Daisy - DAISY
Ebony Jr - EBONY JR!
Explorer - SCHOLASTIC NEWS EXPLORER
EYE - MY WEEKLY READER EYE
Highlights - HIGHLIGHTS FOR CHILDREN
Horn Bk - HORN BOOK
Humpty D - HUMPTY DUMPTY'S MAGAZINE FOR LITTLE CHILDREN
Ill. Hist - ILLINOIS HISTORY
Jack & Jill - JACK & JILL
Jr Schol - JUNIOR SCHOLASTIC
Ks Sch Nat - KANSAS SCHOOL NATURALIST
Md Conserv - MARYLAND CONSERVATIONIST
Md Mag - MARYLAND MAGAZINE
Model Airpl N - MODEL AIRPLANE NEWS
MY WEEKLY READER, Ed. 4: See Parade
MY WEEKLY READER, Ed. 5: See EYE
Nat Canada - NATURE CANADA
Nat Geog M - NATIONAL GEOGRAPHIC MAGAZINE
Nat Geog World - NATIONAL GEOGRAPHIC WORLD
Nat Wildlife - NATIONAL WILDLIFE
News Cit - SCHOLASTIC NEWS CITIZEN
NEWS EXPLORER: See Explorer
News Trails - SCHOLASTIC NEWS TRAILS
NewsTime - SCHOLASTIC NEWSTIME
Owl - OWL MAGAZINE
Pacific S - PACIFIC SEARCH
Parade - MY WEEKLY READER NEWS PARADE
Pet News - PET NEWS
Pict Ed - PICTORIAL EDUCATION
Playmate - CHILDREN'S PLAYMATE
Plays - PLAYS
Pop Mech - POPULAR MECHANICS
Pop Sci - POPULAR SCIENCE
Ranger Rick - RANGER RICK'S NATURE MAGAZINE
Read - READ
Roots - ROOTS
Sci World - SCIENCE WORLD
Search - SCHOLASTIC SEARCH
Sprint - SCHOLASTIC SPRINT
Sr Schol - SENIOR SCHOLASTIC
Sr Wkly R - SENIOR WEEKLY READER
Texas Hist - TEXAS HISTORIAN
Wee Wisdom - WEE WISDOM
Weewish Tree - WEEWISH TREE
Wis. Trails - WISCONSIN TRAILS
World Extra - KNOW YOUR WORLD EXTRA
Yorker - THE YORKER
Young Athlete - YOUNG ATHLETE
Young Miss - YOUNG MISS
Young World - YOUNG WORLD
Your World - YOU AND YOUR WORLD
Zoonooz - ZOONOOZ

#easy reading material

**Abbreviations for Months**

| | | | |
|---|---|---|---|
| Ja - January | Ap - April | Jl - July | O - October |
| F - February | My - May | Ag - August | N - November |
| Mr - March | Je - June | S - September | D - December |

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